

# School Activities



Student Council, Seneen High School, Seneen, Missouri



Grain Judging at the Community Institute, Arcanum, Ohio

didn't  
and, the  
and the  
ent and  
Teach-  
report  
I have  
return.  
you to  
ou say  
Cover  
... 240  
& 240  
... 230  
... 230  
... 230  
Cover  
... 236  
... 233  
... 240  
Cover  
2 & 237  
... 233  
and  
s and  
c for  
very-  
naga-  
mis-  
ma-  
ble  
US  
TIVITIES



# A STERN CHALLENGE

to every Publications Adviser  
and School Editor lies in these

# WAR AIMS

of the

## COLUMBIA SCHOLASTIC PRESS ASSOCIATION

War presents to every publications adviser and to every teacher of Journalism a stern challenge to remain on the job, serving his country capably in the work he has been especially trained to do

1. Building and sustaining the morale of our students, their families, and their circle of friends.
2. Clarifying the issues and aims of the war and of the peace that is to follow.
3. Teaching the proper value of news reports through an analytical study of news sources.
4. Discouraging all efforts to mask or hide the truth.
5. Helping students, parents, and friends to laugh and relax.
6. Establishing a feeling of confidence in associates and leaders.
7. Implanting patience and calmness in the face of adversity; moderation of feeling in the acceptance of success.
8. Urging support of every patriotic effort designed to aid in the nation's war aims.
9. Promoting a campaign to make every school child physically fit for service.
10. Advertising the supreme truth that this is a democracy, where freedom of thought, expression, and action, though limited by good taste and consideration for others, is still an inherent right of every loyal citizen.

Advisers and editors who lead the thought of America's youth through their newspapers and magazines and who contribute largely to the creation of the current opinion of the Nation have before them an opportunity which few will care to miss. The All-out-for-Victory Program of the school press will be revealed at

## THE NINETEENTH *Annual* CONVENTION

March 11-12-13, 1943

at Columbia University in the City of New York

The annual gathering of editors and advisers for the C.S.P.A. Convention has always been the largest of its kind in the world. This year, *more than ever*, you should plan to attend the Conference. Never before in history has this nation had at its disposal an organized student press. Never before has such an opportunity for real service to the country presented itself! Plan NOW to be at Columbia University on March 11, 12, 13.

**"Where the World of School Publications Meets"**

## COLUMBIA SCHOLASTIC PRESS ASSOCIATION

CHARLES F. TROXELL, Acting Director

202 Fayerweather Hall

Columbia University

New York City

## ADVISORY BOARD

- F. C. BORGESON  
New York University  
New York, New York
- LAURENCE R. CAMPBELL  
University of California  
Berkeley, California
- K. J. CLARK  
Murphy High School  
Mobile, Alabama
- FRED B. DIXON  
Elgin High School  
Elgin, Illinois
- EDGAR M. DRAPER  
University of Washington  
Seattle, Washington
- J. FRANK FAUST  
Supt. of Schools  
Chambersburg, Penna.
- ELI C. FOSTER  
A. and M. College  
Stillwater, Oklahoma
- ELBERT K. FRETWELL  
Columbia University  
New York, New York
- HAROLD E. GIBSON  
MacMurray College  
Jacksonville, Illinois
- SHIRLEY A. HAMRIN  
Northwestern University  
Evanston, Illinois
- GERTRUDE JONES  
Lincoln High School  
Lincoln, Nebraska
- L. R. KILZER  
University of Wyoming  
Laramie, Wyoming
- HAROLD D. MEYER  
University of N. Carolina  
Chapel Hill, N. C.
- W. W. PATTY  
Indiana University  
Bloomington, Indiana
- MERLE PRUNTY  
Stephens College  
Columbia, Missouri
- JOSEPH ROEMER  
George Peabody College  
for Teachers  
Nashville, Tennessee
- JOHN RUFİ  
University of Missouri  
Columbia, Missouri
- PAUL W. TERRY  
University of Alabama  
University, Alabama
- ELMER H. WILDS  
Western Michigan College  
of Education  
Kalamazoo, Michigan
- CLARENCE O. WILLIAMS  
Pennsylvania State College  
State College, Penna.

# School Activities

HARRY C. MCKOWN, Editor

C. R. VAN NICE, Managing Editor

T. H. REED, Business Manager

VOLUME XIV, No. 7

MARCH, 1943

## CONTENTS

As the Editor Sees It.....	242
What Shall We Teach in a Confused World?.....	243
<i>Lyman B. Graybeal</i>	
Wartime Jobs and Student Activities.....	245
<i>Charles I. Glicksberg</i>	
High Schools Should Offer Military Training.....	247
<i>W. W. Eubanks</i>	
Governed by Precedents.....	248
<i>Grace Haggard</i>	
The School Movie Club.....	249
<i>Hardy R. Finch</i>	
Activity of a Publicity Club.....	251
<i>Elva Jockumsen</i>	
A Service Flag Dedicated.....	252
<i>Carrie Eble</i>	
Honors Assembly.....	253
<i>Albert Becker</i>	
Speech Audience Affinities.....	254
<i>Edward Palzer</i>	
To Celebrate Easter.....	259
<i>Grace Bruckner</i>	
Uncle Sam, What Can I Do?.....	260
<i>Lena Martin Smith</i>	
Negative Rebuttal Plans.....	262
<i>Harold E. Gibson</i>	
A Sample Panel Discussion.....	265
<i>Willis W. Collins</i>	
Summer Camps Are Vital This Year.....	267
<i>Howard G. Richardson</i>	
Bookland Pageant.....	269
<i>Anne Bradbury</i>	
News Notes and Comments.....	271
Something to Do.....	273
New Helps.....	279
Comedy Cues.....	280

Published monthly from September to May by SCHOOL ACTIVITIES PUBLISHING COMPANY, 1515 Lane Street, Topeka, Kansas. Single copies 35 cents. \$2.50 per year.

Entered as second class matter, December 1, 1930 at the postoffice at Topeka, Kansas, under the Act of March 31, 1879. All rights reserved by School Activities Publishing Company.



# As the Editor Sees It

---

"Go easy on us, we're essential to the nation's morale," is a common wail these days from radio, the movies, baseball, boxing, and other commercialized activities. Well, we have never heard this wail from an educational group, and education is certainly as hard hit and is surely as essential as these other pursuits. True, educators have pointed out their many difficulties—about which we as the president of a board of education know full well; staffs have been decreased, teachers are overloaded, both with school AND war activities, curricula are being readjusted, and educational programs are being curtailed. But we have never heard an educational group whine. Congratulations, school folks!

Have you engaged your graduation speaker yet? If not, better hustle. It will soon be too late to get the speaker everyone else wants.

Every once in a while some school makes the sports page by "breaking its losing streak" of thirty or forty games. Such a record indicates incompetency somewhere. Incompetency in coaching? Not necessarily, and probably not. Incompetency in the arranging of the schedule? Most likely. A long losing streak represents publicity that is detrimental to school support and school morale. Of course, too, a long winning streak may be just as harmful. A fair proportion of wins and losses represents a justifiable educational ideal. And the schedule-arranger is the key man.

Here's a good job for your student council—organizing, promoting, and supervising a drive for books for the men and women in our armed forces. Timely, too, with house-cleaning so near. But remember that "house-cleaned" books do not represent the kind of material wanted.

If you haven't already faced this question, you likely soon will. Should high school junior boys be allowed to skip the senior year and go immediately to college with full freshman standing? The Educational Policies Commission, composed of both college and secondary school educators, has approved the plan. You'll

have to take an attitude towards it because it may concern some of your own students. So be thinking about it. Personally, despite EPC's official endorsement, we don't like this idea.

Undoubtedly, many a graduation program this year will emphasize the school's place in the war efforts. This is proper, if we keep our sense of direction. The schools are still educational institutions with certain educational responsibilities. And there are some things which they can not and should not do.

*Fortune's* recent survey (November, December, 1942) of the opinions of high school boys and girls on a number of vital present-day problems shows, among other things, that most of these young people anticipate better things in adulthood than they will get. And, naturally, when they fail to get what they anticipate, they will undoubtedly put most of the blame on the school. A real guidance problem is involved. Apparently, the older "some-day-you-may-be-president" type of inspiration will have to be soft-pedalled, and be replaced by a practical something which shows more realizable possibilities.

An American university, formerly known for its excellent football records, and later for records not so excellent, has just employed "the best football coach in the country." Why? Because, according to the newspapers, the individuals who financed the building of its great stadium want some returns on their bonds. Winning teams pay financial dividends; losing teams don't. Reasonable, so don't blame the bondholders. Many a college has found its stadium a white elephant in more ways than one.

Spring and Victory Gardens again. This year there will still be plenty of seed but, according to our hardware store friend, no tools. Only a few will be available and these will not last long. So the old tools will have to be dug up, repaired, sharpened, and made to do. Perhaps here's a good project for your Garden or Service club—refurbishing these old tools. Too, a "garden-tool exchange" might be established.



# What Shall We Teach in a Confused World?

**T**ODAY civilization lives in troublous times, in an age of profound change, in an age of revolution, wars, and blitzkrieg. It is highly doubtful if man has ever lived in a more eventful period. Today we are living in a mechanized civilization founded on science, technology, and machinery; a civilization possessing the most extraordinary power, rapidity of movement, ruthless action, and possessed by the vicissitudes of strange, confused, and inconsistent ideas and passions. This growth of science and machine technology has carried on into an age of blitzkriegs; an age when it is more imperative that ignorance be replaced by knowledge, competition by cooperation, vested interests by welfare of the social weal, trust in providence by careful and competent planning, and business profiteering by a form of socialized economy.

We live in a society which manifests the most extraordinary contradictions. Through science we have gained mastery over the forces of nature beyond the wildest dreams of antiquity; yet hunger and material insecurity stalk on every hand. Technology points to an economy of abundance and a higher standard of living for all, yet prior to our entrance into World War II insecurity, unemployment, privation, and misery were evidenced by millions of youths, strong men and women daily walking the streets and roadways in futile pursuit of employment. We have witnessed captains of industry closing factories, government agents inveigling cotton growers to plow under every third row, and subsidized farmers allowing their wheat and corn fields to grow up in weeds in order to bolster up the grain market. Automatic machinery has increasingly displaced both men and women, pointing to the problem of permanent unemployment and thereby damning the hopes and aspirations of men, women and youth on every hand. Undeclared wars have been fought while business executives and captains of industry enjoy a lucrative trade between the warring nations. Broken promises, "lawless legality," and the use of the letter to violate the spirit are tricks resorted to in the degradation of the moral foundations of governments. Courts of laws are supplanting courts of equity, common law, and the public weal on every side. Lawyers, like cowboys in a great arena, are displaying their "spectacular stunts" in the attempt to win a decision at whatever expense. Restraint of foreign trade is averted by incorporating a third or perhaps a fourth party in the economic picture of nations. Racketeers and gangsters connive with public officials to the end that they may fasten themselves on the channels of trade and industry and exact a toll at the end of a machine gun. Production has been subordinated to consumption and a philosophy of waste widely pro-

LYMAN B. GRAYBEAL  
*Assistant Professor of Education*  
*New York University*

claimed as the highest economic wisdom, whereas today consumption is subordinated to production in the interest of national defense. Political leaders pledge themselves under the highest oath of the land to promote a specific program or platform and then with impunity proceed in the opposite direction. These and a score of other like inconsistencies are denounced from pews, platforms, press, radio and classroom; while our political leaders, like lumberjacks riding a raft of logs through a rapids, continue to jump from one insecure foundation to another, and a laissez-faire populace accepts, tolerates, and submits to the same with the cold indifference of a stoic!

If we are not to lose our honest devotions to democracy, or if we are not to be false to our promises to youth, we must do more than simply perpetrate the democratic ideals of human relationship. We must make efforts to implement and fulfill these ideals. The democratic heritage based on a frontier of free land and a simple agrarian order is today replaced by a new, strange, and closely integrated industrial economy. For better or worse, we must accept this industrial civilization as an enduring fact. With the present concentration of economic and political power in the hands of a small group, social conditions may even become worse before they can get better. Under such conditions no champion of the democratic way of life or the cause of democracy can view the future with equanimity.

As the possibilities of our society dawn upon us, we are all growing increasingly weary of the stupidities, hypocracies, brutalities, and gross inanities of this contemporary life. We have a haunting feeling that we were born for better things and that the national leaders are falling short of their social and political legacy. Many hypocracies which often characterize our public life today are due primarily to our failure to acknowledge the obvious inconsistencies and irreconcilable conflicts between theory and practice, between nationalism and industrialism, between capital and labor, between government and industry, and between individual and society.

We are at present engulfed in a great international conflict without many seeing clearly or knowing definitely what we are fighting for. The nature of this revolution, like our modern life itself, is infinitely complicated. But to sum it up in a few words, we might say that basically it is a revolution against scarcity. Its origins are want and fear of want. Its motive force is the idea of plenty.

The world of international democracy was

founded upon the inherent conflict between nationalism and industry. It is now collapsing because it encouraged the development of both forces without providing a solution for the conflict. In the light of this conflict and our failure to solve it, the meaning of Hitler becomes increasingly clear. He, being aware of this conflict, his nation being the very vortex of it, is the only ruler who has found a tentative solution for it. His solution has been to nationalize industry and to militarize the nation. And in this he has achieved an industrial expansion necessary to a technological age, by substituting military conquest for economic competition.<sup>1</sup>

Throughout the past decade America has struggled to overcome depressions and deflation. Now, almost over night, we are confronted with the danger of overexpansion and inflation. During this period we have striven to stimulate consumer demands and purchasing power adequately to meet our productive capacity. Today we are attempting to curb consumer demands and purchasing power in order that our productive capacity may not be diverted to the manufacture of nonessential materials in a defense program. We are forced to see that our defense program hinges on what we put into it and not on what we can get out of it. Hence, persistent tensions are being felt because businessmen are primarily interested in the profits to be made, labor is interested in higher wages, farmers are interested in crop prices, and the investor is interested in large interest returns.

Prior to 1940 we encouraged expenditures and credit expansion and discouraged savings. We reduced interest rates and encouraged borrowing. We reduced taxation, that money spent by the government would be added to the spending stream. All this now is drastically changed, because of a huge defense expenditure. In moving towards the full use of our physical capacity we are now encouraging saving, curbing (through taxation and otherwise) private expenditures wherever it encroaches upon defense needs, and discouraging consumption through deficit spending. Priorities, rationing, and price-fixing are the order of the day. In case of machine tools and certain metals, allocations are made not by bidding up prices, as previously done, but by government edict.<sup>2</sup>

During the past quarter of a century the United States has faced many crises, both great and small, in foreign affairs. She has faced them in a dual frame of mind. As an ideal she has acknowledged her membership in the family of nations; i.e. she has evidenced an internationalist standard. But in practice she had denied her family membership; i.e. she has evidenced an isolationist policy. By disassociating her standard and policy and yet retaining both she has created a dual existence for the achievement of peace without the sacrifice or loss of self-respect. Today the United States faces another crisis, one wherein this dualism will no

longer work. It is quite evident that neither Hitler nor the British people are interested in the American standard. What we think or say cannot stop Hitler or support Britain. They are interested primarily in the American policy.

While the United States is not solely responsible for the collapse of international democracy, she has, nevertheless, played her part. Instead of implementing the principles of freedom, by force if necessary, we had sought to keep freedom to ourselves. And in so doing we have evidenced a spirit of isolation, contradiction, and selfishness which are the very antithesis of the concept of freedom. Instead of aiding freedom by keeping the markets of the world open, we have, through various recent tariffs, helped to close them. Instead of shutting the world out of America, as we had hoped, we were actually shutting America off from the rest of the world. Economically, politically, and industrially, the effect had been demoralizing. The compensating forces of hate, nihilism, and human slavery which have swept across Europe and Asia will, if we do not stop them, sweep across Africa and fasten their grip upon South America. The result of this isolationist policy has been, is, and will continue to be the development of an anti-democratic world. A commercial society has grown into an industrial society without political instruments for the regulation of its interdependence, the arbitration of its various conflicts, and the mitigation of its various frictions. Hence the international anarchy and the false Nazi tyrannical unification of the world. Furthermore the centralization of economic power, the uncontrolled potencies of a technical society, the expanding units of industrial production, and the fabulous productivity of the modern machine has created crises and unemployment rather than security and abundance.

Direct attack upon our shores may be remote, but already fifth columns are at work in the Western Hemisphere, and subtle forces are at work causing dissension and strife among our labor groups. The handwriting is on the wall. The time to act is now overdue. If we do not choose international democracy, based upon and patterned by, a culture that transcends our civilization, we may never have an opportunity to choose again.

Since academic-minded teachers have in their zeal for mastery of subject matter set forth in textbooks to be learned, recited and tested by some standard examination, failed to bring questions, problems and issues of the above nature, into the fore and give them their proper place, time, and emphasis, it now behooves the homerooms, forum clubs, and student and faculty assembly groups to lead in the consideration of these and other important contemporary problems.

"Even in times like these the universal language of music is counted upon to be heard above the hatreds that are tearing at the world."  
—From *Think Magazine*, June, 1942

<sup>1</sup>Davenport, Russell W., "This Would Be Victory" *Fortune*, August, 1941, p. 46.

<sup>2</sup>Eccles, Marriner S., "Price-Fixing Is Not Enough" *Fortune*, August, 1941, p. 56.

# Wartime Jobs and Student Activities

**I**F STUDENTS today are restless or apathetic in the classroom, there must be a reason for it. The restlessness as well as the strange apathy of youth has its roots not only in the war situation but also in the fact that they have been influenced by the sudden, unprecedented demand for their services in the labor market. For the first time in their life, they are not rebuffed but ardently wooed. Far from being rejected at employment offices or underpaid, their services are eagerly solicited and on the whole handsomely rewarded. There are varied opportunities for part-time work. The young at last undergo the satisfying experience of helping to support themselves, and this in part has served to change their attitude towards school. They spend so many hours per day on their job, they have little time left for concentrating on homework. Their life is strenuous and hectic; every moment is fully occupied. Many seem permanently tired; they have little opportunity for leisure or play except what is provided during the school day. Others do not get their required quota of sleep. A few robust, energetic students, however, thrive on such a regimen, succeeding not only in carrying on their school work and their job but also in engaging in extra-curricular activities.

The present writer made these discoveries when he administered a questionnaire to four of his classes, composed in equal numbers of lower seniors and upper juniors. The replies (anonymously given) indicated that over seventy-five per cent of these students—and there is reason to believe that this constitutes a representative sample of what students throughout the last two years of high school are doing—were working in some capacity after school. The average number of hours worked per day (excluding Saturday when as a rule they worked a full day) was five hours; the minimum was three hours per day; the maximum eight hours. It is hardly to be expected that students who put in five or more hours at work each day will be able to do full justice to their studies. There is bound to be some letdown in the quality of their interest, incentives, and scholastic performances.

Highly interesting was the description of the kind of jobs which students held. Their occupation helped to throw a light on their poor response in the classroom. Here, chosen at random, are some of the positions they hold: laboratory assistant, secretary, salesgirl in a dry good store, salesgirl in a five and ten cent store, waitress, office work consisting of typing and filing, taking care of a baby, salesman in a shoe store, N. Y. A. work, library work, automobile mechanic, truck driver, clerk, U. S. mail truck driver pawn shop assistant, bookkeeper, bowling alley pin boy, delivery boy in a tailor shop, stock clerk in a super-market, shipping clerk, helper

CHARLES I. GLICKSBERG

*South Side Highway  
Newark, New Jersey*

on a milk truck, telephone operator in a hospital.

One important purpose of the questionnaire was to ascertain what correlation, if any, existed between work after school and extra-curricular activities. Theoretically we should be justified in assuming that those students with jobs on the outside would have little time or inclination for devoting themselves to clubs or athletics or student government organizations. In fact, the tabulated figures show that of the fifty-three students who worked after school, approximately half engaged in no extra-curricular activities. They attended school, ran to their job, and that was all.

But what of the other fifty per cent? The figures point to a paradoxical phenomenon. Many of the students with jobs are apparently the students with ability, surplus energy, initiative, and a genuine craving for social participation. At any rate, many of those who worked after school served on the Patrol and the Safety Squad, belonged to such organizations as the Debating Club, the Service Club, Business Girls Club, the Science Club, the Dance Group, *The Optimist* (the school magazine), the Photography Club, the French Club, the Glee Club, and were active in the Honor Society and the Senate (the school governing body).

While those who held no job after school participated in some extra-curricular activities, they made on the whole a poorer showing than the first group. How account for this seeming contradiction? The explanation might very well be that the enterprising and socially prominent students in school were also those most successful in the competitive hunt for jobs. Apparently their schedule permitted them a sufficient margin of leisure time during school hours to belong to various clubs and teams and student organizations. They were more eager, more alert, more ready to seize time by the forelock, better endowed, possessed of a wider range of aptitudes and interests.

This is empirically substantiated by the response to the question: "What are you doing and what have you been doing outside of school since December 7, 1941, to help the war effort? List all the activities in which you have engaged or all that you have done." The students who held no jobs either bought war stamps or collected scrap. But the students who worked after school engaged in an impressive variety of constructive activities. Besides buying war stamps, and practically all of them did, and besides saving scrap and fat and paper, they voluntarily performed the following services: sent packages to soldiers, wrote letters to men in the Army, worked to release men for the armed forces



(many of them underlined this point), built model airplanes for the Army, served as junior messengers in connection with the local Civilian Defense organization, worked for the Draft Board, served as hostesses at a U.S.O. club, knitted sweaters for the Red Cross, helped the Rationing Board, donated clothing to Bundles for America, took a Red Cross course, took a government-sponsored course at night in the reading of blue prints, worked a lathe in a defense plant during the summer, cut down on the consumption and purchase of luxuries, sold war stamps at a booth on the main street of the city. The variety of activities in which they engaged voluntarily points clearly to the fact that they are more wide awake, more willing to serve, better informed regarding opportunities for participation in the war effort than students who do no more than attend school.

Even their reply to the next question: "What have you been doing since December 7, 1941, within the school, to help the war effort?"—convincingly supports the thesis we have advanced. While those who did not work after school bought war stamps and sewed for the Red Cross and wrote to soldiers, those who worked after school did all these things—and more. Only nine of the fifty-three confessed that they did nothing. The rest contributed money to the Red Cross and various War Relief agencies, made boutonnieres to be sold with attached war stamps, sewed hospital kits, served on the Safety Squad during fire and air raid drills, joined the Victory Corps, took the Radio Code and Aeronautics course.

The last question asked whether the students were satisfied with the way the school was endeavoring to secure student participation in the war effort and also asked for any helpful suggestions or criticisms. While the vast majority agreed that the school was doing all it possibly could under the circumstances, many of them had suggestions or ideas which, they felt, would achieve better results. Underlying these suggestions was the belief, voiced or implicit, that youth had not reached the end of its energies and resources, that there was much more it could do provided it was properly directed. Constructive planning and bold leadership, socialized projects, efficient organization: these would draw every student without exception into the war effort.

Below are excerpts of some of the ideas and attitudes set down. One student urged that the collection of scrap should be conducted under school supervision and that a competitive scheme should be worked out, with public recognition being given to that home room which succeeded in bringing the largest haul of scrap. Another felt that more timely and stimulating assembly programs, especially those devoted to various aspects of the war, would help to inspire wholehearted cooperation. Another suggested that more patriotic plays should be produced on the school stage. Others recommended the showing of moving pictures dealing with the war, especially those produced under the aus-

pices of the United States Government. Still others insisted that the assembly period should be devoted to the singing of martial, stirring tunes instead of dreary hymns or sentimental love lyrics.

Also marked was the insistence that the students be given more things to do. Let them play an active part in the sale of war stamps both in and out of school. Every student should be assigned to a specific task in the national war effort. Participation in the Victory Corps should be more than nominal; it should include definite duties the fulfillment of which should be carefully supervised. But whatever the school decides to do, the vital thing is to "bring this war closer to home," as one student phrased it. "The students have to be shown that now is the time to grow up and take on responsibilities. The older generation should help by encouraging youth instead of saying that we are too young and spoiled to do anything of importance. We therefore want more respect and responsibility to win our war." That was a striking and recurrent motif in a number of responses: the desire to be accepted as an equal, to be accorded adult status. As another student put it: "Make them feel like their (sic) somebody, not just a nobody."

Other suggestions included: opening up more war courses in the curriculum, cutting down or abolishing homework for the duration, providing better guidance facilities in the selection of war courses. Only one student in all four classes appeared to realize the importance of the problem of post-war reconstruction: "Make them realize by lectures, pictures, and class discussions what this war means to them. Stress must be put on their job after the war. Pupils must be prepared to reorganize and rebuild a world torn apart by this bloody and destructive war."

### About Girls

Recently Aimee Zillmer and Ruth Larsen gathered facts and figures from 3,300 Wisconsin high school girls.

It was disheartening that almost 75 per cent stated that their town had not enough places for good, decent fun. Movies were rated first, even ahead of dancing and sports. Hobbies were one-seventh as popular as movies!

To the question, "Are you one of those girls who hasn't many dates?" two out of every five girls, or 42 per cent, answered, "Yes." Of these, one-third said they really cared.

The reporters had a hunch that the others are nice, normal girls who felt "yes," but stubbornly tossed a "no" off the end of their pencils. Half the girls confessed that they are shy with boys. Half of them do not get much chance to meet boys, and 90 per cent of these say that they have fun with girls instead.

Comment from the reporters: "That's nice and safe, but is it normal and wise for third and fourth year high school girls?"—From *Journal of Social Hygiene*, November, 1942.

# High Schools Should Offer Military Training

W. W. EUBANKS  
*Perkinston Junior College*  
*Perkinston, Mississippi*

MILITARY-military-war-war. This is what we read and hear over and over from day to day. In the light of what has happened, what is happening, and what we too well fear might happen, it behooves all America to be prepared for any eventuality. The world passed through the Ice age, Stone, age, Dark age, Medieval age, Middle age, and it might truthfully be said that we are now passing through the *Military age*.

Granting that we are now in a military age, we should as American people become prepared in every respect. The military training now in progress—not in other lands but here in America—is costing the American people billions. In part, this is caused by the lack of military preparation during the last decade. After World War I, America thought there was no need for further military preparation. Consequently our war machines became obsolete. Very few men were trained, since America thought there would be no more wars, and, if there were, our oceans would protect us. Well, France thought the same thing when she built the Maginot Line and Germany the Siegfried. Plainly enough, you can see what protection these lines afforded France and Germany.

If America had kept one eye open and had given the young men in the high schools four years of military training, had kept bringing the war machines up-to-date, we would not have been caught so far behind in this emergency and with the immediate cost of rearming so burdensome.

Had the young men in the American high schools been given four years of military science, thousands and thousands of men would now be in better position to defend America in a much shorter period. Four years of military science in the high schools would teach the young men the fundamentals of military science and would aid in teaching better morals and building character, and, above all, would help the young men to overcome certain resistances and resentments that have grown into them from early childhood.

During early childhood, children often develop resistance and resentment toward their mothers because of the many frustrations that those mothers impose in order that their children may learn to adjust themselves to the strange and complicated world in which they must live. Those many resistances must be accepted as welcome indications of budding personality, but the resentments should be kept at a minimum because they may cause future maladjustments.

Later, the consciousness of a need induces the child to accept maternal directions, and both resistances and resentment are transferred to the father. He then becomes a rival for attention as well as a symbol of power and authority. Resentment may be avoided to a certain extent

by allowing the child to consider himself as sharing in the parent's problems.

Soon the teacher assumes much of the authority of the parents and in turn falls heir to the responsibility of doing many things to and for the child. The teacher must accept the resistance as evidence of growth, and strive constantly to establish or maintain certain principles of discipline that are necessary if the child is to become an acceptable member of society. One of the many things that a teacher must do is to help the child to overcome resentment that may have developed in early childhood, and to avoid the formation of new resentment that may spring from his too conscious efforts to achieve results more rapidly than the social maturity of his particular personality will permit. The adolescent period is the time when the normal child should be aided in his efforts to become an adult and to rationalize and accept discipline by supplanting it with a growing selfpride in self discipline.

The modern military school has developed a philosophy that enables it to serve the needs of the growing boy, while at the same time it preserves those vital factors of personality, imagination, and initiative that are the heritage of the American youth. It holds a strong faith that as the youngster advances through adolescence he will become increasingly capable of accepting guidance and restraining his own impulses because of future gain of group advantage. The far sighted teacher is more concerned with how a boy thinks than with what he does. This does not mean that the authorities are reckless and ready to abandon all attempts to influence or direct his conduct. It does mean, however, that the boy is accepted as an individual who has a right to think for himself and at times to differ with his parents and teachers, in a polite manner, in their beliefs and opinions.

In this attitude the modern military school finds itself in harmony with the idea of progressive educators—that the schools exist for the purpose of serving the needs of the individual. One of the foremost of these is to accept discipline. It is not difficult for a boy to see that the success of the athletic team depends on the willingness of the players to subordinate their immediate desires to the good of the team and the orders of the coach. As it is in athletics, so also in the military school, where the player becomes the cadet and the squad, the company, or the battalion. A well organized guidance program constantly points out the many opportunities for leadership, responsibilities, and reward. Military discipline in the high school would, like the rules in athletics, become one of those

things that all good boys would accept.

A school environment that would permit itself to become dominated by military science and discipline would be no better than a school that devoted itself solely to athletics. Today educators and parents should know that a high school which offers a good military training program would help the boy to develop personality, character, and respect for superiors, help him to think clearly, play the game of life as a good sport, accept privileges and penalties, and strive always to know himself and to respect parents, teachers, and others.

Recently a Gallup poll was conducted on the following question: "Do you think courses in military training should be given boys in high school in your community?"

Director Gallup of the organization conducting the canvass reported that 69 per cent of the persons polled answered this question in the affirmative, with only 31 per cent opposed. When it is remembered that military courses not many years ago were barred from public high schools in many communities, including our own, the changeover indicated by the Gallup poll certainly is worthy of note and commendation.

High school students themselves are credited with an active part in that work of crystallizing opinion in support of such training. Some hundreds of high school students in a Massachusetts community recently petitioned their school authorities for military training courses. "We want to be ready in the high schools if the need arises," explained their spokesmen; "and the army course in high school will prove of great value." That is also the conviction of a decisive majority of American adults today.

Finally, if the young men were given four years of military science in the high schools, were after graduation required to spend one year in service, then every ten years were required to attend a military camp, we would at all times be prepared for military emergencies. At the end of the present conflict we will have sufficient commissioned officers to conduct these classes in the high school, incidentally supervised and financed by the War Department.

## Governed by Precedents

GRACE HAGGARD

Oil Hill Consolidated School  
Oil Hill, Kansas

OUR country is a land of precedents. Dating back to the days of our Pilgrim Fathers, we Americans have loved old traditions and precedents. These precedents have become a part of our American way of living.

So in our grade school we are governed by precedents. Our students do not obey rules, but rather they are guided by the precedents we have built up. There is no need for us to say, "Boys, all snow-balling must be back of the

rod line," for they know that has always been the custom.

We do not announce that the student council must be chosen from the eighth grade group. It has always been done that way.

No one questions another's right to suggest this or that in a homeroom meeting for homerooms always work out their own problems.

There is no complaint about remaining in the lunch room the entire period, for everyone does.

At every meeting in the auditorium we repeat the flag salute. That is not because we are at war. It is a precedent of patriotism we have built up through the years.

Once a month each grade has charge of decorating a bulletin board with class work or something seasonable. So each grade shares equal honors and privileges with each other.

Each class has an assembly program once a year—a production in which the entire class makes a stage appearance.

Every lost and found article is turned in at the office. Thus we teach honesty by precedent.

If a boy or girl goes out on the gym floor wearing leather soles, he knows he must go to his room and miss the play period. Shoes can be changed quickly, or he may play in his stocking feet. His playmates demand that he do as the others do.

The seventh grade class sponsors a ticket sale for the community play each year. They earn a per cent of the gate receipts, which they use for a class party. No other class expects to do that, for it has always been a precedent of the seventh grade class. They also decorate the auditorium each spring for the eighth grade class day exercises.

Our playground problems are nil, for each intermission is filled with play, either out doors or in the gymnasium. A teacher is always present.

Awards and letters are given to students who have earned them by their achievements in music, scholarship, athletics, etc. It is done at the final assembly each spring.

The sixth grade class has charge of the concessions for the county tournament when it is held at our school.

At present we are trying to build up attitudes for bus safety. Buses are crowded, drivers have been changed, and so it will take time to do it.

When some of our customs have been outgrown or do not accomplish their purpose, of course we discard them. These precedents, however, are not built up by one teacher alone. They come from the administration supported by loyal teachers.

Every youngster's heritage is a happy life. I like to think that we can help him realize some of the abiding joys of childhood by developing worth-while principles from precedents we build up in our schools.

Let us rest assured that the form of government can never be a matter of choice; it is almost always a matter of necessity.—Joubert.



# The School Movie Club

**H**AVE you heard about the school movie club? If you are in one of the 3,000 schools in which movie clubs are now active, undoubtedly you have. If you have not, here are some ideas on how school movie clubs may be organized and developed.

What is the starting point for such a club? Any group of high school students who are interested in motion pictures will provide a nucleus. However, an enthusiastic teacher advisor is essential. The sponsor need not know much about the movies at the beginning of the activity; neither does he, or she, need to be a veteran movie-goer. He will learn much about the movies from club members and the excellent books now available in the field. As the club progresses, he will go to more movies; at first in self-defense, later because he enjoys them.

How is a movie club developed? At the outset, it is worth-while to find out just what such a club should try to accomplish, for after all, a club should do something more for an individual than provide him with an hour of vacuous entertainment. The advisor and club members should investigate what other clubs are doing, read "Film and School," by Helen Rand and Richard Lewis (Appleton-Century, 1937), examine issues of Educational and Recreational Guides, by William Lewin (Newark, N. J.), and discuss the aims and purposes of the projected activity. The teacher-advisor might find the following aims guideposts for his own thinking on the subject:

1. The club should make students more aware of the sociological, economic, and political aspects of the motion picture.
2. It should aid students in shopping for worth-while movies.
3. It should help students to enjoy these programs to the greatest possible degree by extending their appreciation of the arts involved.
4. It should help in the improvement of the writing and speaking abilities of the students.
5. It should teach some of the skills involved in the production and projection of motion pictures.
6. It should discuss the literary aspects and social problems of film programs.

After all preliminary arrangements are made, the club might spend one meeting profitably in a discussion of what the club might do during the school year and in the securing of data on what students would like to do. Some students may wish to discuss current film offerings; others may be interested in learning how to run a projector; and still others may desire to write film scenarios. From this maze of student choices, the teacher-advisor and the club officers will have to sort out the activities possible for the first year and be ready to change plans

**HARDY R. FINCH**

*Head of English Department  
Greenwich High School  
Greenwich, Connecticut*

if some activities do not materialize.

It is always a good policy to have the club divided into committees, with each committee group functioning at its highest efficiency. Some of the committees found to be successful in movie clubs are: correspondence, research, discussion, current films, publicity, library and reading, film production, excursions, program, and finance.

The correspondence committee is responsible for all of the letter writing of the club. Letters to studios regarding techniques used, letters to secure pamphlets and catalogues, letters to obtain information from national motion picture organizations, letters to arrange for student interviews, letters to the local theatre manager, and letters ordering materials are some of the types that may be written. Each letter should be checked by the teacher-advisor or some other responsible person before it is sent and possible improvements discussed with the letter writer. If any corrections are necessary, the letter should be rewritten and again submitted for approval. This committee has so many possibilities for activity that it should be a busy one.

The research committee can do some very interesting things. How many times each week do the students of our high school attend the movies? How do our students choose the movies that they see? What, in the opinion of our students, were the ten outstanding films of 1942? These are some of the questions that this committee might attempt to answer by questionnaires or interviews. In any event, such research should be planned very carefully so that the results will have some value.

The current films committee usually investigates and reports to the club. Such a committee should be composed of students who attend the movies frequently and show good judgment in their film choices. At almost every club meeting the committee members will report on films that they have seen and on films reported in printed reviews, pictures that will be worth-while to see in the future. This committee will work closely with the publicity committee so that worth-while films will be brought to the attention of the student body.

The publicity committee members should have art, writing, and speaking ability. Art students would help publicize the club's public activities and results of the research committee. They might also help in keeping bulletin boards up-to-date with information and pictures about the movies. The writers would be helpful in preparing radio scripts for the school loud-

speaker system, writing accounts of the club for the school newspaper and the town or city newspapers, and developing dramatic material on the movies for school assemblies. Students with speaking ability would be welcomed on this committee. They would be available for radio and assembly programs. Then, too, local business men's clubs and P.T.A.'s would like to hear student speakers discuss the movies and the club's activities. Films produced by the club will be distributed by the publicity committee so that the public will be well informed on what the school is doing in this field.

The library and reading committee may have members who are interested in reading about the subject of the movies. They will be the ones to collect and arrange books, pamphlets, and pictures in the club room or in the school library, so that club members and other students will be able to find out more about all of the different phases of the motion picture. From time to time, this committee reports to the club on new materials discovered and issues annotated lists of movie material to the student body.

The film production and projection committee will have many student technicians on its staff, as well as a few writers. In this group, students will learn how to operate a projector. Those who first pass the test may instruct and test the others until all of the technicians have had that instruction. These new projectionists will be available for the showing of films in the classrooms and at assemblies.

The writers in the committee will be responsible for the writing of scripts for any student-made films. They will need to be well versed in the operation of a 16 mm. camera and in other camera techniques. A careful reading of "Producing School Movies" by Eleanor D. Child and Hardy R. Finch (National Council of Teachers of English, Chicago, 1941) and actual camera experience would help them to become good script writers.

The students interested in film production work will, of course, receive thorough training in the use of the camera, lights, filters, etc. so that they will be able to produce a film for the school with a minimum waste of footage. They will learn much from their film production experience that will help them in judging commercial pictures. In their work toward securing satisfactory lighting, they will learn what is considered good lighting. In preparing shooting scripts for their own productions, they will learn the importance of making clear the theme and background in the first few minutes of the film, of "hooking" the attention of the audience at the beginning and at successive intervals, and of building up the audience interest until a climax is reached.

The film production group should consider very carefully the length and type of film that it produces. Such a film should be made on 16 mm. stock, of course, as most school film projectors use this width of film. The first film might be limited to one hundred feet, so that the

production group might have the opportunity of evaluating its work before proceeding with a more complicated venture.

A good beginning film might be a public relations film showing some of the important activities of the high school or documenting one particular activity, possibly the newly formed Victory Corps. A maximum of 400 feet should be placed upon this film. One principal, whose movie club has made a 400-foot film recently, justifies this length of film by saying, "I feel that a film of medium length is desirable. Longer films of the publicity type—unless they are unusually good—are in my opinion less effective than those of medium length. For beginners, I would advise the making of a short or medium length film."

The trip committee of the movie club will add many interesting activities to the club. How many students have taken a trip behind the scenes of the local moving picture theatre? Not many have, but they would like to do so. The committee makes the arrangements with the local theatre manager; then the club members see the projection booth, have a talk with the projectionist, see the sound apparatus; examine the air-conditioning system, and talk with the head usher and the manager about the problems of managing a theatre. Is there a film distributing agency in your town? It would provide another possibility for an informative trip and a wonderful opportunity to discuss block booking. Commercial film studios, large camera shops, and photography supply manufacturers offer other possibilities for excursions.

A committee that will help to keep up student interest in the club is the program committee. At each meeting something that will interest the majority of the club members should be presented. Educational films provide opportunity for entertainment and discussion. Films which are sometimes very useful for club showings are listed in *Educational Screen* magazine (64 East Lake Street, Chicago, Illinois); *School Management* (52 Vanderbilt Ave., New York); *Movie Makers*, also an excellent source on film making (420 Lexington Ave., New York); and *The Educational Film Catalogue* (H. W. Wilson Co., New York).

Speakers from the community are good program material if they are chosen carefully. Your theatre manager, the chairman of the local better movies committee, or the proprietor of the local camera shop may present unusual information to the club. If some person in the town has visited Hollywood, he might be induced to speak about his travels. The local film-maker might show some of his movies and discuss camera tricks.

Teachers on the school staff are often overlooked by program committees. Will the chemistry teacher explain the chemistry of photography? Could the physics teacher explain cameras and lenses? Would the Spanish teacher discuss the background of a recent film about Mexico? Would the English teacher talk on the

(Continued on page 258)

# Activity of a Publicity Club

IN MAY 1939, we decided to organize a Publicity Club that would serve as a "clearing house" for all publicity or advertising within our school. The necessary permission was secured for undertaking such a club. Two of us teachers were asked to be co-sponsors, as the volume of the work would require more than one "guiding hand."

## PURPOSE

1. To supply a need in providing a "clearing house" for publicity within the school.
2. To cooperate with the office, different department heads, teachers, clubs, etc., by assisting in the distribution of posters or other advertising material already set up.
3. To supply different types of publicity at the request of the office, department heads, teachers, and clubs by preparing posters, skits, announcements, "pep talks", slogans, etc.
4. To suggest or advise persons desiring the information what types of publicity have been utilized, and what types have proved to be most successful in bringing about the desired results.
5. To file a record of events with various types of publicity used, so there will be no repetition the following term.
6. To operate in such a way that publicity will be continuous by building up a growing interest in school events.
7. To study publicity and advertising:
  - a. Methods in use today
  - b. Putting it across in print, by pictures, and orally
  - c. Business management necessary
  - d. Introduction to journalism
8. To help bring about a cooperative spirit between the club members and the teachers
9. To help develop an appreciation for the personal qualifications essential to good citizenship, such as: courtesy, dependability, self-control, initiative, cooperation, self-reliance, self-respect, honesty, accuracy, adaptability, poise, respect for the property of others, desire for the success of others.
10. To help provide practice in intelligent "leadership" and "followership"; and to develop an appreciation of the fact that not all people are qualified to be leaders—some must follow; therefore, followers serve an important purpose in the group
11. To provide for the prompt renewal of all advertising material as soon as it has become "old stuff"
12. To encourage friendly competition and good sportsmanship in planning and searching for materials, ideas, participation in programs, active service in preparing copy and other advertising material, etc.

## MEMBERSHIP

Membership is open to any who may wish to join and who are interested in the necessary

ELVA JOCKUMSEN  
Publicity Club Adviser  
Newburgh Free Academy  
Newburgh, New York

activities of a club of this kind:

**Art:** cartoons, illustrated pen and ink posters, colored posters, funny sheets, etc.

**Dramatics:** skits, playlets

**English:** literary work, slogans, poems, copy writing, reporting, letters to civic organizations and out-side-of-city schools.

**Public Speaking:** forceful assembly announcements, homeroom announcements, "pep talks" etc.

**Business:** bulletins, typing and mimeographing, letters, cards, records, interviews, etc.

**Printing:** posters, programs, tickets, ads, handbills, etc., in the print shop. Our printing instructor is an honorary member.

## ORGANIZATION

At the outset, the club was divided into two sections: one meeting on Monday, the other on Tuesday, during the extra-curricular periods. We tried having a group organization, but, since it was necessary to meet after school hours, many could not attend. The club now meets on Monday mornings, during the extra-curricular period.

## OPERATION

At the beginning of a term, various members of the club, all volunteer workers, are given a list of teachers to "interview" to find out whether they may wish our help during the term. If the teacher has a schedule of events which he directs, the member secures it, and it is included in our club "Calendar of Events" for future reference.

These interviews are helpful to the youngsters as they have an opportunity to develop certain characteristics which will be of benefit in later life. The members are instructed to be courteous and to appreciate the fact that the teacher is in a position of authority which should be respected even though the particular youngster may not "like" that teacher. They are also encouraged to recognize the fact that information that is not accurate has no value. Usually it is not necessary to check up on the assignment, as most of the members take pride in turning it in as quickly as possible.

Applications for publicity are made on special blanks, which have been arranged and printed in the school print shop to eliminate waste effort. These are checked for the type of publicity required, distribution, etc.; and information required is included. One of the club members goes to the teacher who has previously requested our assistance. This is done a few weeks in advance of the scheduled event in order to give the club time for planning and



preparing the publicity requested.

Many of the youngsters are "afraid" to approach the teachers at first, but they become accustomed to it quickly and develop more self-confidence from time to time.

When the Application for Publicity blank has been turned in filled out completely, jobs are assigned to members and recorded on job sheets.

#### EXAMPLE

The football coach may ask for lapel tags, hand posters for the foyer, posters for outside distribution, a "pep talk" in assembly, letters to civic organizations advertising a particular game, a "pep rally," in connection with one important game.

Some members who are in the printing course take charge of having lapel tags and posters printed in the print shop under the direction of the printing instructor. Usually he plans for them to do the work in spare time, for he is very much interested in our club and does all that he can to help us.

Someone interested in art volunteers to make the hand posters for the foyer. If he does not have any ideas, the club manager may call for ideas, and the club members may develop a plan for the posters through their discussion.

The officers of the group include:

Manager: Senior. Presides over the meetings, appoints necessary committees and acts as ex-officio member of each one, passes on the policies of the club, checks club records, calls special meetings when necessary.

Assistant Manager: Junior or Senior. Presides in absence of manager, helps with minor functions of the club.

Recorder: Any class. Writes up all club meetings, does all club typing but form letters, has minutes approved by sponsor.

Secretary: Any class. Takes charge of recording job assignments and making out "excuse" slips for members who have special tasks to do.

Clippings manager: Any class. Clips local newspaper for school events published through our efforts.

Each member is required to fill out a Publicity Club Information Blank which gives his class schedule and a list of things he is interested in doing. A record of other clubs to which he belongs makes it possible to have him serve as a "reporter" from that activity.

All members are reporters.

When speeches or "pep talks" are assigned, the member is required to submit a written copy to the sponsor for checking in order to avoid including material which may be unacceptable and to avoid rambling from the point. Too, sometimes the youngsters want to crowd their talks with jokes to amuse the student body.

A committee of volunteers meets to discuss plans for a "pep rally." A program is set up, including school song, football songs, cheers, "pep talks" by other coaches or members of the team, etc. It is planned to the minute in so far as possible; so that it does not run over the allotted time. After the program has been set,

it is submitted to the football coach, the sponsor of the cheerleading group, the music director, and the principal.

There is a feeling of great satisfaction on the part of the members who are responsible for sending out letters to civic organizations, when they know that the letters are actually going to be read. They are particular about grammar, punctuation, and spelling. We refuse to accept anything that will not be a credit to our club and to the school. The manager signs them. They are folded, inserted in the envelopes carefully, sealed, and stamped for mailing.

Through these various job assignments, the members learn that self-direction is an important characteristic to develop if they wish to be successful. Commendation from members of the faculty whom the club has served has been particularly gratifying, which proves in small measure that the club is succeeding in its purpose.

## A Service Flag Dedicated

CARRIE EBLE

Sturgis High School  
Sturgis, Kentucky

THE senior high school at Sturgis, Kentucky purchased a four-by-six foot service flag made of beautiful silk fabric with space for 300 stars. The flag was ordered mounted with two hundred stars and gold cord. It is displayed on the wall of the main corridor, directly visible from the entrance. With this flag is a bound, typewritten roll giving the names of the high school students represented. Anyone who has been enrolled in S.H.S. and is now in the Armed Forces is eligible for a star in the flag. To date, thirty more names have been added to the roll, with the corresponding number of stars placed in the flag.

The flag was dedicated on January 22, 1943 in the presence of the assembled high school and a large number of the parents of the boys who are now in the service. The program was as follows:

Invocation by a local clergyman.

As the American Flag was carried down the aisle the band played the Star Spangled Banner.

A student then presented the nation's colors.

A speaker gave the history of the flag salute, and led the "Salute to the Flag."

Allied flags were presented by three students—China, England, and Russia. After each presentation, a characteristic poem of each country was read.

The band played "America, the Beautiful."

The Glee Club sang a medley of songs representing each branch of the service.

The Flag, as the gift of the students and the faculty, was presented to the principal, who accepted it and dedicated it to the S.H.S. boys in service.

A dedicatory prayer was offered by a local clergyman and the meeting was closed with "Taps" played by a student.

# Honors Assembly

**M**ANY high schools are now devoting one assembly in the spring to giving recognition to non-athletic service. This is a special program which satisfies somewhat the desire for appreciation and recognition that is natural on the part of students doing extra-curricular work. However, merely to have a speaker or to read names or give out letters or pins is not adequate. A sincere program, done by students, is nearer to the answer of the question: How shall we give recognition to worth-while school activity?

At Western State High School we have attempted five of the recognition programs, which we have called Honors Assemblies. We have used the simple idea of having directors of the various activities make a short talk, call the students to the platform, and give them certificates or pins; we have dramatized these activities in an informal, entertaining way; we have used symbolism in pageant form. Finally we tried a combination of narrators, speech choir, moving picture, and music choir, together with a stage setting. This last, done briefly, seems thus far to be our answer to the problem of giving recognition. It was a program which the students enjoyed preparing and doing; the student-body and the parents received it with appreciation and enthusiasm; the faculty had a minimum of worry and fuss—with the exception, of course, of those few immediately connected with it.

We conceived of this program as one designed to give formal public recognition in an interesting way to those groups of students who have represented our high school in a commendable manner—other than in athletics—and to those individuals who have won signal success in scholarship, speech, music, or school leadership. We wished to avoid parades of students to the platform and wished also to avoid stilted mouthing of praise—either by students or faculty members. We had in mind something similar to some of the Columbia Workshop radio programs.

With this concept in mind, conferences were held by the director with a student committee, with the principal and the music teacher, and with student-teachers. Finally it was decided to divide the program into two parts, with the first part showing by the use of movies the activities of the groups to be recognized, and with the second part giving honor to individuals through the use of a speech choir and a music choir. Two narrators (a boy and a girl) used microphones to carry the narrative during the moving pictures as well as for the choir participation. The stage was simply set with the two choirs sitting on opposite sides facing each other.

The first job was to take moving pictures of school groups. Due to the cost of film and the

ALBERT BECKER  
Western State High School  
Western Michigan College  
Kalamazoo, Michigan

time available, not all school activity could be filmed. We feel that one mistake we made was in the taking of too short "shots" of the groups filmed. Working with two or three photo-flood lights and the camera of one of the parents, we took pictures of two classes (one of which was putting out the school paper), a home room, a study hall, an assembly, the library, corridors, office, the school play, a debate group, the choir and glee clubs, and a monitors' luncheon. Using a picture of the front of our building for a background, we had titles made which were inserted in the film between "shots." While this was done, all of the reels were spliced together into one. In all, about three hundred feet of film was used. We believe, however, that this year it should be longer, and we hope that our photography will be improved, since some of the distance "shots" were not well-focused. We recommend that the schedule for the movie-taking be determined well in advance, some of it being done in the first semester. This will enable one to get pictures of plays, operettas, and similar events which represent the work of many students. We recommend, too, that the pictures be taken by someone who is experienced in taking indoor movies.

The second part of the program required a script for narrators, speech choir, and music choir. This was not easy to prepare. Students were shown similar material, and they read through one together. It was decided to compose an original song for the program to be sung to the tune of "Finlandia," and the spoken words were to be kept in the same rhythm and line. We were to honor such individuals as the valedictorian, the outstanding athlete and student, the outstanding girl, the seniors' choice for their outstanding member, and our graduates in the service of the country. The members of the advanced speech class were to be in the speech choir, and two of their number were to be the narrators. The class was also asked to help with the script. Small groups were assigned to write the part for a given honor. Student teachers reworked these, and finally the director revamped them all to fit into a single, consistent whole.

The final script employed the music choir for background music and for singing "Michigan, My Michigan," the school song, our special honors song, the songs of the three branches of the service, and "The Star Spangled Banner." The honors to be given were introduced by one

(Continued on page 268)

# Speech Audience Affinities

## SECTION II: AUDIENCE TO SPEECH

Polarization of the audience is of almost equal importance with preparation of the speaker himself. And this polarization is both *physical* and *mental*, *immediate* and *long range*.

### SHOWMANSHIP

Most obvious are the physical concomitants of audience-affinity towards the speaker and speech situation: "Expectancy, strained attention, appeals to the emotion, compact seating arrangement, group activity, ritual, uniforms, flags, and group insignia."

An eyewitness description of a totalitarian rally duplicates this formula: "No bets were overlooked. There were flags banners, bunting, magnesium lights, bands, songs, trumpets, fanfare, and torch-light parades. A regal atmosphere surrounded the main speakers who often operated their own spotlights from their desks."<sup>20</sup>

A tense spectacle, this. Faces grim with hysteric devotion. Utter preoccupation with the speaker's message to the point of fanaticism. Bodies writhing as with one impulse,—the outcome of intensive, almost uncanny stage management.

Anticipation, a restricted area of attention, a heightening of emotional response, a feeling of "togetherness" (with subsequent loss of independent judgment), topped by an impulse to action—these are the steps to complete audience domination as traced by Lambertson. Throughout that process there is a deliberate attempt to paralyze intellectual activity by intensifying the emotion.

### CONTROLLED EMOTION

Alongside of all this the school program is a tame affair. Well so, for democracy does not countenance the exploitation of its masses with such obvious means of polarization. No self-respecting leader in a democracy would drive his listeners to hysteria—robbing each individual of his critical faculties, despoiling him of discriminative thought. In a democracy an effective speaker stops short of that. He would be persuasive, but always within the orbit of the listener's mental and emotional freedom. Sheer showmanship and clever stage management do not satisfy the purposes of democratic education. Nor is there a need to resort to such extremes in order to secure audience rapport.

### SUGAR-COATING

Nevertheless, it is occasionally observable that the school speech situation could be made more palatable by setting the physical polarizing agents into sharper focus. The school audience, composed as it is of young people, is highly impressionable to influences of this kind.

There is no gainsaying that intra-school influences ought to be at least as enticing as in-

EDWARD PALZER

Associate Editor, Platform News  
Portland, Maine

fluences from the outside. Satisfy the student's yen for the colorful and appealing within the school and he will not be so attracted to fanfare from without. Moreover, if it is true that the professional speaker considers it advantageous to array the most tantalizing physical environments possible, should the student speaker, who is relatively inexperienced, be asked to carry on under far less satisfactory conditions?

Therefore, the attitude of the audience towards the speech situation is of particular significance to the novice. He is definitely not a spellbinder. He cannot enlist the cooperation of the audience through speech craftsmanship alone. He needs all the help and encouragement he can get.

### SCHOOL SITUATION ARTIFICIAL

From the standpoint of audience reaction, perhaps the most discouraging feature of the school speech situation is its artificiality. The student speaker is not in an opportune position to make specific requests of his audience. He cannot gracefully ask them to get out and vote, to dig down into their pockets for money, to sign on the dotted line, to do thus and so. The audience could listen politely to his idea without doing anything about it.

Fortunately this weakness can be compensated in part through the use of simpler and more localized discussion topics, through the larger adaptation to the school and community. There is also the opportunity to advertise school events, to enlist cooperation for the school program—tangible responses, all of them. In this way, the student speaker is orientated to purposive speech, wherein his object is specific action on the part of his listeners. As Woolbert implies, the really significant speech reaches the listener as an individual.

Even if the desired action is nothing more than the acceptance of an idea, the speaker should be careful to relate it to action in some way. Lacking a clearly defined purpose, the speech degenerates to the status of a mere soliloquy. Yet it must be something more than an essay standing on its hind legs.

Allport recognizes a reciprocal process which should be operative in every speech situation: "The reaction of audience and speaker is in itself a complex phenomenon. The individuals respond to the direct stimulations of the spoken words. Finally, there is a circular facilitation of response between the speaker and the listeners."<sup>21</sup>

<sup>20</sup>Quoted, Judson-Rodden, *Fundamentals of the Speech-Audience Relationship*, Q.J.S., Vol. XX, No. 3, p. 360.

<sup>21</sup>Lambertson, *A Study in Mob Psychology*, Q.J.S., Vol. XXVIII, p. 124-128.



### "TALK BACK" PRIVILEGE

Glance at the typical school speech contest and tournament for a moment. It breeds a situation in which the audience is inhibited. To applaud, to laugh, to question, to interrupt—these are frankly discouraged. Furthermore, the complete elimination of such responses (presumably to satisfy contest regulations) creates another questionable precedent. The upshot is that the listener is denied the opportunity to become an active participant in the speech situation, while the student speaker is deprived of a valuable experience.

The extent of "circular facilitation" becomes a measure of speech-audience affinity. Of course, that doesn't mean continuous stamping and shouting throughout the speech. The listener may wish to do some thinking on his own.

Attentiveness in itself is a form of response, since it indicates that the listener is reacting to the stimuli before him. When this response becomes more articulated, circular facilitation is speeded up. For example, if the audience is given an opportunity to "talk back," the response is given form and substance. A brief question period or audience discussion at the conclusion of speeches would provide just that opportunity.

Here the school occupies a unique position. It can provide the "talk back" privilege with impunity because it has no ax to grind. It has, in fact, everything to gain by letting people "have their say" right from their seats in the auditorium. This is so satisfying to listeners that perforce they will return again and again to such programs.



Analyze the box-office effect of this privilege: the lecture was doomed to become an archaic institution with the advent of radio. But the lecturer became clever. He offered his audiences something more than just a one-way telephone conversation. He gave the people a chance to "talk back." The result? More persons attended lectures than ever before, as Upton Close pointed out in *The Saturday Review of Literature*. By turning forum leader, the lecturer insured his own survival. The schools can take a lesson from this experience in professional speechmaking.

### AUDIENCES DETERIORATING

It is not to be inferred that artificiality in the audience situation is confined only to schools. Fact is, many audience situations approximate that of the "comfortable sermon heard from the

still more comfortable pew." Indeed the idea of the comfortable pew suggests a defect in audience situations generally: They are conventional affairs, consequently they beget conventional reactions—which occasionally amount to no reaction at all.

This dullness of the situation is encouraged when the speaker concerns himself with the remote past, the far distant future—revellings of cosmic scope, aloof from everything present, personal, and immediate. A speech patterned along broad socio-economic lines, for example, may have no individual appeal whatsoever. A listener might accept most of the speech without doing anything at all about it. Or if by chance, (and with enormous mental effort), he relates the implication to practical life, he can always mentally shuffle the responsibility on to "the other fellow."

Safely sandwiched into such a conventional situation, the listener can playact his way through one speech after another. This is analogous perhaps to the note taking lecture in colleges: that being a device whereby the notes in the professor's notebook are transmitted to the student's notebook—without passing through the minds of either. Insofar as the audience situation becomes routinized and conventionalized, it also promotes short circuit thinking. The listener is quick to assume conventional postures and attitudes towards it.

A parallel case is evident in language itself. Let an idiom be bandied around for a time, and presently it has lost its piquancy, in some instances even its original meaning. Education itself may become so stereotyped that students can hide behind much of it without mental effort. That obtains when the method becomes an end in itself rather than a means to an end.

### SEATING ARRANGEMENT STEREOTYPED

There may be something about the conventional seating arrangement of the audience which spells indifference. Circular grouping and informal arrangement of all types would help to break down any "audience fixations" the listener may have. A bit of experimenting here may be well worth the effort. In each case, the objective is to encourage participation and reduce formality.

The drama audience, also stereotyped, offers a clue to the phlegmatic atmosphere pervading our school auditoriums. About all the modern movie audience has to do is purchase tickets. This is a far cry from the active participation and vivid interest of spectators in earlier drama days. Archibald MacLeish describes favorably the arrangement in Orson Welles' first Mercury production: "There was no audience. There was instead a room full of men and women as eager in the play as any actor. As singers rose in one part and another of the auditorium, the faces of these men and women made new and changing circles around them. They were well wishing faces: human faces such as man may sometimes see among partisans of the same cause, or friends who hope good things for one another. The whole feel of the room was one

of well-wishing and common cause."<sup>22</sup>

Perhaps a similar presentation of plays and programs in smaller rooms would bring audience and speaker into closer unity. The large auditorium tends to keep them apart. MacLeish even goes so far as to suggest the elimination of the stage or platform. For him, drama appears as an impotent something made "neatly visible at the end of a longish room."

Despite a conventional setup, however, a situation may be spontaneous and lively, just as it may be dull under a more informal one. In either case, the speaker tries to establish a feeling of "togetherness." The dramatist tries to create an "illusion of reality." Whether the spectator is boxed off the performer, whether the setting is realistic, whether much is left to the listener's imagination, whether he has arrived at the illusion with much assistance or no—all this is secondary to the fact that the illusion is actually attained.

As Deems Taylor once put it: "Shakespeare was a great playwright, and had, I suspect, some pretty good actors in his company; and the combination of superb writing and good acting created an illusion of reality in the minds of his audience—so that the bare stage and inappropriate costumes of the actors mattered not in the least."<sup>23</sup>

Complete realism is, in fact, both undesirable and impractical. However, quasi-realistic scenery and the arbitrary division of a theatre into auditorium and stage does not necessarily constitute an impediment. Clearly, as Taylor suggests: "A play is no worse off for having an appropriate setting." The desired end is a speech product or a play "which provokes thought as the result of the feelings it arouses, or else one which arouses emotion through the impact of its ideas, in other words, a good play."

#### AUDIENCE BEHAVIOR

The behavior of the audience during the performance is at once a telltale factor in gauging and promoting polarization. But what could be done to make the audience more receptive? Obviously individuals who do not become good listeners while in school are not likely to be so later on. It is clear that the schools have an opportunity to raise the quality of audiences in general.

But the problem of securing polarization of the school audience is slightly different from the adult group situation. The school audience is likely to be either more noisy or more subdued than the adult audience, depending on the traditional tempo of the particular school. The noisy group is not quieted by loud speaking or much gesticulation. The speaker will secure better results by achieving attention in a quiet manner. This audience needs direction. Later the student speaker may become as eloquent as he chooses. The subdued audience is another problem. School programs are often very

routine affairs. Students may come to them exhausted. This type of audience needs motivation.

Certainly the audience has an opportunity to make the way easier for the student speaker. Classmates can spur the speaker on to better effort. Or they may distort his effort by inattention and rudeness. From this standpoint, the contest situation is an advantage, since it supplies at least extrinsic motivation for politeness. The home contestants have the support of their classmates. School spirit makes them hope for the best showing possible. And visitors are likely to be well treated partly because they are newcomers and fresh exhibits; also because the conditions of the contest may reflect the school's reputation for sportsmanship.

John Anderson once analyzed typical audience behavior: The audience, he concedes, "behaves itself quietly and with decorum, though whether this is due to the influence of Mr. Shaw, Mrs. Emily Post, the radio, or the movies, I know not. An audience can color a performance to suit itself; sit upon its hands or clap them, as it pleases, drive an actor crazy if there is room for it."<sup>24</sup>

This ability of the audience to create its own atmosphere has goaded many a playwright and actor into violent diatribes against the innocent listener. Usually what they had to say never reached him.

But the hint to audiences which went "round the world" is this one of Mr. Shaw, which appeared as an insertion into the playbill at Kingsway Theatre, London: "Are you aware that you would get out of the theatre half an hour earlier if you listened to the play in silence, and did not applaud until the fall of the curtain?"

"Will you think me very ungrateful and unkind if I tell you that though you cannot possibly applaud my plays too much at each fall of the curtain to please me, yet the more applause there is during the performance the angrier I feel with you for spoiling your enjoyment and my own."

That seems to be a noble gesture in taming audiences, but it erases the possibility for spontaneous reaction on their part. Something is lost when people are constrained to the observance of special requests in addition to the normal conventions already imposed upon them.

Perhaps, as Mr. Anderson attests, "the growth of behavior among our audiences is due to the fact that people are getting used to being in audiences, being lectured to from platforms, sitting at the movies, and attending radio broadcasts."

Even so, the millenium has not yet arrived as far as audience conduct is concerned, for, as Anderson continues, "There are still some small defects in what—the sales experts would call the unit consumer. His larynx is none too good, and he still clings to the notion, shared by many distinguished playwreckers, that coughing is a form of criticism. His ticket of admission,

<sup>22</sup>Behind the Fourth Wall, Stage, Vol. XV, No. 4, p. 68-69.

<sup>23</sup>The Audience Is the Fourth Wall, Stage, Vol. XV, No. 5.

<sup>24</sup>Audiences, Too, Stage, Vol. XIV, No. 9, p. 51.

he thinks, entitles him to bring in nasal membranes of doubtful integrity, and he will sometimes go to the theatre when he won't go to the hospital. He and his fellows form the croaking chorus of the drama, the ladies and gentlemen once described by Dr. Woolcott as sitting in the theatre strumming their catarrhs. In full cry of the bronchial season they drive the non-cougher insane." Despite the hold present-day conventions have upon him, the listener seems to retain his primitive croupy defects.

#### MENTAL RAPPORT

But there is also a mental attitude involved. Daydreaming is so common that few speakers are fortunate enough not to have several day-dreamers in each audience. John K. Sherman once analyzed the wool-gathering which takes place among concert-goers. A listener, discloses he, may indulge in an entire evening of fantasy, irrelevant thinking, and desultory cogitation. Sherman questions also whether the improved decorousness of the audience is really an improvement. Of course, habitual attendance at these public events has a way of leveling down personal eccentricities: listeners tend to become poker-faced, and act about the same as a company of turnips, all neatly lined up in straight rows.

Manifestly, the behavior of the audience may be a clue to its mental response. A listener may be even unconsciously inattentive during whole blocks of a speech which are not to his liking. Of course, the speaker would try to overcome this tendency. But there is a clear possibility that the listener may be emotionally disinclined to see the point. Max Eastman cites an example of such a listener, who vows mentally: "If it's what I think it is, I don't see it."<sup>28</sup>

#### CAN APPRECIATION BE TAUGHT?

This casts attention to the nature of appreciation itself, together with the possibility of developing and fashioning it. An analysis of student audience appreciation was made recently by Ralph H. Gundlach.<sup>29</sup> He took the school play as a basis for his analysis. He observes that the school play "is not in a theatre but in a school situation, supposedly a semi-recreational period, and the students do not want another lecture. It is quite a problem to hold the students. The youngsters are not trained as an audience and do not know how they should behave. They have been brought up on darkened movie palaces, where no responsibility rests with the on-looker who can come and go as he chooses, nor with the performers or the performance. The loud-speakers provide ample—if distorted—sound. The youngsters have rarely seen a play, and do not know what dramatic material is, unless, they think, it is about Buck Rogers, Pop-Eye, or Orphan Annie. They have little conception that ideas can be presented dramatically."

Mr. Gundlach bases his conclusions upon an investigation of high school students and their

<sup>28</sup>Enjoyment of Laughter.

<sup>29</sup>The Audience Calls the Tune, *Player's Magazine*, Vol. XXIII, No. 4, p. 8.

"appreciation development" from one year to the next. Interestingly enough, he found that "what the youngster remembers of his experience a year later is not the actual performance. No, what he can recall are the things he said about the play, the feelings, judgments he made about it at the time. . . . So his comparison is not actually between the plays objectively, but a comparison between his remembrance of last season's performance with his more sophisticated evaluation of the play just seen."

This would seem to indicate that cultivation of the appreciative attitude is as much generated by the student and the educative influences around him as is the quality and content of the specific performance itself.

The approach taken by the schools toward discriminative and appreciative listening could take several directions:

- (1) The student could be informed through assembly talks and mimeographed bulletins just how he is expected to conduct himself for public occasions. The purpose here would be to make him a polite listener.
- (2) The school could encourage the student listener to become discriminative as a second step. Here an organized study of propaganda devices and persuasive devices would act as a cushion against undermining influences. This study could be undertaken in cooperation with classroom projects, and extended into the various activity groups. It would be a defensive technique.
- (3) Having developed politeness and discrimination, the student could be led on by degrees to a standard of discriminative appreciation. The problem will be to arrive at a combination of the first two qualities with appreciation. Here he would achieve proper balance as a good listener.

Readers of *School Activities* will be interested in Yehudi Menuhin's code for concertgoers. These are here released, together with separate suggestions for the platform speech situation and the drama situation:

#### FOR CONCERTGOERS

1. Listeners should regard themselves as an intrinsic part of the performance, for "music," unlike any other art, must be reborn with each performance and is dependent upon the response the player receives from his audience.
2. Bring to music the same quality of emotion with which you approach the other arts, that is, react with warm sympathy.
3. Let the music speak for itself and don't confer upon it all sorts of hidden meanings.
4. Don't try to make those about you believe that you are overcome by the soulfulness of what you are hearing.
5. Don't try to create the impression you are doing the composer, the conductor and the performers a great favor by coming to the concert.
6. Don't try to compete with the artist by giv-



ing vent to coughing or other unearthly noises.

7. Don't regard the concert as an occasion of fashion or a place where one goes to be seen.
9. Disregard the personal appearance of the artist.
9. Try not to show favoritism to one movement of a composition, for any musical piece worthy of the name is not merely a hodge-podge of notes but a moulded tonal sculpture, with every section serving a purpose.
10. Check preconceived notions about music, both its composition and interpretation, at the door of the concert hall.

#### FOR PLAYGOERS

1. You as a playgoer are indeed part of the play, for the realness of it is directly proportional to your willingness to "make believe." You create the characters. You furnish reality for situations similar to your own experiences. The fusion of these two equals drama.
2. Therefore, participate with the actors. Come ready to project your feelings into and with the play.
3. Don't concoct implications and interpretations of your own, unless the playwright has purposely left unanswered something which he prefers to leave to your fancy. Otherwise, do not superimpose your own slant to the clear meaning of the dialog, situation, and motif of the play—as intended by the playwright and actors.
4. Don't show emotion if you are not moved, if you do not comprehend what is taking place. Don't "pump up" the emotional artificially. Neither sniffle nor chuckle just to be in the social whirl.
5. Don't come just to watch one of your relatives or friends act. Come to enjoy the story and characters of the play.
6. Don't become one of the "croaking chorus of the drama" cited by Dr. Woolcott.
7. Remember that the others did not come to see or hear you perform and exhibit.
8. Disregard inadequacies of staging and production. Supply the realistic or anachronistic deficiency in your own imagination if necessary.
9. Enjoy each play you attend, as well as each situation within each decent play for the slice of life it contains—even if perchance that slice is not as amusing or as significant to you as another slice, or play perhaps.
10. Check your preconceived notions about play production and technical evaluation at the door. Come to participate and create, not detract and efface.

#### FOR SPEECH LISTENERS

1. You are a part of the speech. The speaker supplies the clues. You fashion these into a dynamic product most understandable to yourself. Your attentive response encourages him to do his part of the speech-

creation to the best of his ability.

2. Your openmindedness to the message, and tolerance toward the speaker are the indispensable part of the speech process.
3. Accept the speaker's interpretation of his own message. Don't slip into the habit of chronic emotional disinclination to "see the point."
4. Be not insincere either in your demonstration of approval or disapproval of the speaker and his proposition.
5. Neither come nor stay away for personal reasons.
6. "Nasal membranes of doubtful integrity" should be treated in the hospital—not in the public auditorium.
7. It is told that little children at home "should be seen and not heard." If this is so, then in the audience they should not even be "heard."
8. Disregard personal speech oddities of the individual as irrelevant to the ideas he is presenting.
9. Listen to all of the speech, not just the morsel you like. Hear the speaker through—his subsequent remarks may astonish you.
10. Check your preconceived notions about speechmaking and personalities at the door of the auditorium—but don't check your brainbox there too—bring it right on in!

#### The School Movie Club

(Continued from page 250)

differences between the screen version and the printed version of a recent film? A survey of the teaching staff will indicate answers to these questions and many more possibilities.

Although outside talent may seem more attractive to the program committee, it should not neglect the club members as possible program features. Panel discussions on block booking, double features, audience behavior, and other topics of the moment have been found to be headline attractions in some clubs. Reports of the committees, if kept from being pedantic, provide a picture of what the club is doing. Motion picture reviews by students, reviews of books on movies, showing of student-made films, student talks on the history of motion pictures, dramatic imitations of movie stars, charades of titles of recent films, and advertising talks about forthcoming films are a few of the many possibilities for student programs.

The finance committee, with the club treasurer as chairman, is responsible for the making of the club budget and for the raising of funds for the expenses presented in the budget. Dues, if only for a small amount per year, should be collected. Club members are more interested in their club if they have spent some money for it. The major source of income for most clubs is the showing of their own film or a feature film in the auditorium.

If you do not already have a movie or film critics' club in your school, form one. You will find it a worth-while activity.

# To Celebrate Easter

SEVERAL years ago we dared to plan something special for Easter in our junior high school. Our Girls' Glee Club gave an Easter Concert. Now we never miss this beautiful event; it has become as important as are Thanksgiving and Christmas.

For our Christmas Carol program we had purchased thirty choir robes. We used these for our Easter Concert, girls bringing enough sheets to complete robes for all the girls in the group. Deep purple collars were used to give color to the costumes and the song books were dressed up in white covers with a purple cross on the front. Palms and Easter lillies were used to decorate the stage. These can be rented from local florists for a small fee. Now and then, these may be borrowed, but it well to arrange this matter early with the florists.

We hope eventually to complete the purchase of sixty-five choir robes, the average number of girls selecting glee club each year. For both surplice and skirt we used on the average of six yards of white muslin. Tiny youngsters need less than six yards, but for the tall ones more material must be allowed. We used the Butterick Pattern No. 6635 in sizes 16, 14, 12 and 10.

We like owning our robes. They save much time in dressing for a program and add much to the appearance of the group, large or small.

If you haven't choir robes, substitute sheets. Fold the wide hem end down far enough to make the rest of the sheet full-length for the student you are dressing; the sheet is too long, otherwise. Now place middle of sheet (folded-down-end) at student's neckline (front) and bring around to back of neck and pin with safety pin. This done, bring around to the back,

GRACE BRUCKNER

*Librarian and Assembly Chairman  
Meeker Junior High School  
Greeley, Colorado*

under the student's arms, the lengthwise edges of sheet and pin firmly at back. You have a choir robe! To make a sheet choir robe is an art, but as easy as anything, once you know how. Try it. It works wonders if you want a choir in white robes and you haven't any choir robes. (Note picture. Most of the robes are sheets; only thirty of them are choir robes.)

Our Easter concert includes a processional, Easter readings and "The Palms" by Jean B. Faure, selected Easter hymns and a recessional.

The day is coming, and now is, when we need and have a right to give some attention to the sacred and spiritual things of life in our school programs. Children and high school students enjoy working on sacred music, delight in doing a Biblical play, and they will read beautifully serious poetry if given half a chance.

Surprising as it may seem, we have experienced no difficulty at all in our ventures of sacred programs. For our Easter Concert a little Jewess sang a solo. One Christmas a Jewish boy played Herod, the king, in "A Child's Nativity," and on another occasion a Catholic played the role of a devote Quaker in "Lantern Light." Not once have we had children or parents objecting.

There is no better place to teach "Peace on earth, good will toward men," than to do so in our schools through music and dramatics. Easter

(Continued on page 266)



The Girls' Glee Club

# Uncle Sam, What Can I Do?

(A one-act play for boys and girls; may be used as a marionette play.)

## CHARACTERS

Uncle Sam—tall boy  
Chocolate Drop—small colored boy  
Mrs. Housekeeper—(house dress)  
Mrs. Clubwoman—(afternoon dress)  
Mrs. Actress—(evening gown)  
Rockemorgan Twins—boys  
Navy Soldiers and Marines—(three)  
Army Soldiers—(three)  
Aircraft Soldiers—(three)

**PROPERTIES AND SCENERY:** Use black backboard all through, as the colors show up well against it. 2 chairs, 1 table, 1 couch.

This play is designed to allow numbers to be added, or substituted for the ones here. It may be made adaptable to small or large audiences, or used as a suggestion for an original script of similar theme. The author used it as a free marionette show for community nights at Pittsburg, Kansas, in June, 1942.

**SETTING:** A black background with one chair, one table and the couch at the center up stage, near backdrop. Down stage, place one chair on each side, so the actor will be sideview to the audience. Uncle Sam occupies each of these chairs at various points in the play. The chair at the back should be on the right of the table.

## DIALOGUE AND ACTION

**UNCLE SAM** (seated downstage l.): I wonder where my Chocolate Drop is! Chocolate Drop! That is a good name for almost anyone. Every person in my country thinks he is somebody's sweetheart, and he is. If he happens to be Republican, he thinks he is my Chocolate Drop because he has run my country so many years. If he happens to be a Democrat, he is sure he is my chocolate Drop because he is in the saddle now. If he stays out of politics, he knows he is my Chocolate Drop, for he is the only good person I have. Ha, ha, ha! The truth is, my real servant is ready whenever I need him, and heaven knows I need every one in my America today. Hey, Chocolate Drop, come in here!

**CHOCOLATE DROP:** Yessir! Yessir! I'se right here, Uncle Sam. What is it? What can I do? (He shouts the first from the wings, and runs in while finishing the remark.)

**UNCLE SAM:** What have you done to stop the silly rumors that are floating around, scaring everyone out of their wits?

**CHOCOLATE DROP:** I'se organizin' some squads to scotch 'em.

**UNCLE SAM:** What kind of squads?

**C. D.:** I'll call one of 'em in. Dey can show you. (He whistles toward l. entrance, then stands down center. The Rumor Squad may be three extra girls, or three girl characters may double for them. They are dressed as school

**LENA MARTIN SMITH**  
205 East Cleveland  
Pittsburg, Kansas

girls, stand very close together, first one covers her eyes, second one covers her ears, third one covers her mouth with hands. They enter and stand mute, at an angle to the audience so all may be seen, but appear to face Uncle Sam.)

**C. D.:** De middle one is Mary; she hears no evil; dis one is Martha, she sees no evil; dat one is Matilda, she speak no evil.

**U. S.:** Ha, ha, ha. So you are the Scotch Rumor Squad. That is a good resolve, but someway I wonder if you can keep those resolutions.

**C. D.:** Yessir dey can! I'se tried everything. I'se told 'em lies and lies. Dey won't listen. I'se brought in a thing dat looks like a bomb. Dey won't look. An' I'se listened everywhere to try to catch 'em talkin', but dey won't say a word.

**U. S.:** That's wonderful. But you are only three, and I have 130 million that should be doing that. How can we get them to do it?

**C. D.:** Can we advertise?

**U. S.:** Costs too much.

**C. D.:** Can we tell it through de school kids?

**U. S.:** There is too much interference with schools now. The first duty of a school child is to get his daily lessons.

**C. D.:** Can we announce it over de radio?

**U. S.:** That won't reach everyone. Not all people have radios, and many are too busy to listen.

**C. D.:** Den we ought to build a network of information. Get a Scotch Rumor squad for every ten homes in America. We could build it so de message go from person to person.

**U. S.:** That is the most trustworthy way. Now I would like to have you test these girls, Chocolate Drop.

**C. D.:** Girls, did you know dat a bombin' squadron was over New York today and half of the city wuz afire? . . . See, dey won't listen. (Throws himself on the floor and pretends to cry.)

**U. S.:** Why Chocolate Drop, what is the matter?

**C. D.:** I heard dat Congress wuz going to repeal de amendment about de colored race! (He peeps at his squad, but they do not notice his statement.)

**U. S.:** You know that is nonsense.

**C. D.:** See, you better join a squad yourself, Uncle Sam. (He faces Uncle Sam, shaking a fist at him.)

**U. S.:** Ha, ha, ha. We all need training, I see.

**C. D.:** I got a theme speech fer 'em when dey have to talk. I copied it out of de Kansas City Star.



U. S.: What is it?

C.D.: Come on, squad, help me out.

We all comprise the rumor squad,  
And since you ought to know,  
We show you here exactly,  
How to fight the common foe.

We've shut our mouths and ears and eyes,  
As tight as those of clams,  
Because the cause we're fighting for  
Is ours and Uncle Sam's.

We're careful what we hear and see,  
And what we say and do;  
We never pass a rumor on,  
Not even if it's true.

A rumor may be like a bomb,  
A live one or a dud,  
But you can trust the rumor squad  
To nip it in the bud.

*(The squad exits l. on last line.)*

U. S.: I think they are very valuable soldiers.  
*(Rises)* Take care of the door, Chocolate, I will  
take a little walk. *(Exits r.)*

C. D.: *(Sings Shortenin Bread, dancing a  
little)* Doggone it, I ain't got not time for nuth-  
in'. Everybody wants to know what dey can do  
fer Uncle Sam. Jes tendin' to dere own business  
is goin' to keep a lot o' folks mighty busy.  
Course most folks has a little extra time. *(Bell)*  
*(Goes to l. entrance)*

Come in, Mrs. Housekeeper. Come right in.  
Uncle Sam is always glad to see de house-  
keepers of his nation. Dey's more of you dan  
all de odder women put together. Jes sit down  
and be comfortable.

MRS. HOUSEKEEPER: Well, I can't be away long.  
My baby is taking his nap, and as it is Saturday,  
his sister is staying with him. *(Bell. C. D. goes  
to left entrance.)*

C. D. *(Excusing himself as he passes in front  
of Mrs. H. on the couch.)* Come right in, Mrs.  
Clubwoman. Uncle Sam will be here pretty  
quick, now. Please be seated. I'll go hunt him.  
*(Bows out r.)*

MRS. CLUBWOMAN *(Sits at chair at l.)*: We  
are all anxious to help somewhere with the war,  
aren't we?

MRS. H.: Yes, but we must not compete with  
one another too much.

MRS. C.: That is right. Here comes Uncle  
Sam.

U. S. *(Entering)*: Good afternoon ladies. I  
am very glad to see you. I know what you wish.  
What can you do to help in the war effort?  
*(Bell)* Wait a moment. *(Sees Mrs. Actress and  
motions her to come on in.)* Come in Mrs.  
Actress. You are one of our business and pro-  
fessional women. You all know each other?  
Please be seated. *(Motions to chair by table.  
All sit; Uncle takes chair at r.)*

U. S.: I am sure, ladies, that you can all help  
with our victory efforts. First, in your own  
homes and among your neighbors and friends,  
you can be of great influence in keeping persons  
from getting hysterical, or even excited. You

can keep them from all attempting to do the  
same things, like all wanting to sew Red Cross  
garments when there are nurses needed and  
bandages to be made. It is very important that  
everyone keeps well. Our strength is of great  
value. Sick folks are a bother. We must not  
waste time of nurses or doctors or workers, tak-  
ing care of illness that can be prevented. So  
the first duty of every woman is to command  
her own house in such a manner that there is  
the best of health and good cheer possible.

MRS. HOUSEKEEPER: I have a small baby and  
cannot go away from home, but I would like to  
use my extra energy for war work.

U. S.: That is fine. There is Red Cross work  
which a woman may do at home; there are  
Civilian Defense jobs; and there are many things  
to learn and study at home by reading.

MRS. CLUBWOMAN: My club would like sug-  
gestions of what we can do. We all have lots  
of time.

U. S.: Many of you will have to help decide  
what you can do. We must save rubber of tires.  
Do more walking, keep up your group meetings  
and discuss things which will be helpful. Take  
training courses. Be willing to follow instruc-  
tions as they come to us from our leaders.

MRS. ACTRESS: Uncle Sam, I am an actress.  
Is there a work for me?

U. S.: Bless your heart, we all need recreation  
and entertainment more than ever. Work at  
your acting profession, and if there is more time,  
sell bonds or join some volunteer group where  
you can serve. And that reminds me, ladies,  
we do not need to leave our recreation to pro-  
fessionals only. Can you sing, Mrs. Clubwoman?

MRS. C.: I am not a soloist.

U. S.: I did not ask if you were an artist.  
Can you sing?

MRS. C.: Yes. . . . some.

U. S.: And you, Mrs. Housekeeper?

MRS. H.: I sing to my children.

U.S.: I wish you ladies would sing a song for  
me now.

MRS. C.: But Uncle Sam, isn't it a waste of  
time? We want to do war work.

U. S.: If every soldier could believe that his  
mother or sweetheart were singing, it would  
cheer him more than you know. Please sing  
*(They stand together and sing.)*

U. S.: I like that. A singing nation cannot  
be defeated. Thank you! Thank you!

MRS. C.: We will go now, and we are glad  
to know what you think is valuable. *(They  
exit.)*

*(Uncle Sam calls Chocolate Drop and he  
enters from r.)*

U. S.: Chocolate Drop! Who is making all  
that noise? *(Sounds of a honking car in the  
hall.)*

C. D.: Dat's de Rockemorgan Twins!

U. S.: Where are my house guards? Why are  
they permitting such impudence?

C. D.: Ho! Ho! Nobody fights dem twins. Dey  
got too much power an' everything. Dem twins  
is jes let alone to have all de fun dey want.

*(Continued on page 272)*

# Making Negative Rebuttal Plans

RESOLVED: That a Federal World Government Should Be Established .

When the debater begins his preparation of each new debate subject, be he affirmative or negative, he will soon show signs of despair over the task of working out an effective constructive case. After making a careful survey of the subject and reading the available literature, he begins to feel some competence in preparing a constructive speech. It is too often true, however, that the debater does not feel such a competence in preparing his rebuttal arguments.

The debater has read the literature on the subject and has spent much time to prepare a constructive case, and yet he feels incompetent to present a satisfactory rebuttal speech.

In spite of the inadequate feeling of most debaters toward their ability to present the rebuttal speech, they must realize that in reality the rebuttal is the most important part of any debate contest. It is true that no debate can be won without a well-planned constructive speech, but it is equally true that no debate can be won without an excellent rebuttal speech. The two compliment each other, but it is in the rebuttal speech that the effective blows are made against the case of the opponent.

If we were to give an illustration of the way in which the constructive speech works in with the rebuttal to make a complete unit, a comparison with a modern skyscraper probably would not be amiss. The constructive speech might be compared to the strong steel framework of the building. Without this the structure would soon crumble. The rebuttal speech can be compared to the completion of the building by erecting the floors and rooms around the frame work. Without either part the building would not be complete, and without either speech well delivered a debate cannot be successful.

One bit of advice that must be given to the high school debater who is preparing for a debate on the subject of the establishment of a Federal World Government is that he should read the newspapers daily for both the developments of the war and the latest proposals that are being made for postwar settlements of world problems. He should read and understand every proposal for postwar world reorganization. Failure to do this might cause him to find himself unable to meet an argument of the affirmative because of his lack of knowledge of his opponent's proposal. Without up-to-the-minute information about proposals for world reorganization the negative debater may be lost in a contest with a well informed affirmative debater.

It cannot be stressed too greatly that a debater on the negative side of this question should follow the daily press reports of the progress of the war with extreme care. Any radical changes in the war will cause a change

HAROLD E. GIBSON

Coach of Debate

MacMurray College

Jacksonville, Illinois

in public opinion with regard to the way in which our postwar problems should be settled. The negative must be prepared throughout the season to secure up-to-date knowledge of public opinion in this country for or against American participation in a postwar world federation. For example, a crushing Russian victory over Germany might completely change American public opinion about our entry into a federal world government. It must also be remembered that without American participation in such a proposal it is doomed, just as the League of Nations, to eventual failure.

The remaining part of this discussion will be used in pointing out just how the negative may be successful, during its rebuttal speeches, in meeting the arguments of the affirmative.

The first step to take in planning the negative rebuttal speeches is to determine the points of weakness in the case of the affirmative. When the main weaknesses in the opponent's case have been determined, the negative debater should make every preparation to attack these weaknesses. Some of the points of greatest weakness in the affirmative case are:

*There is no crystalized American Public opinion for our participation in a Federal World Government.* While the affirmative may point to the many different polls that have been taken in this country indicating American interest in participating in a postwar Federal World Government, none of these polls indicate public opinion upon a specific proposal. True, a great many Americans say that they favor such a plan, but they really favor their own pet plan. Some favor a plan for a gigantic world government with complete military power for all nations; others favor a world government in which the United States is the dominant nation; still others favor a government that excludes Russia and the nations that have a form of government differing from that of the United States. When the final analysis is made of the many different proposals that are favored by the American public, we feel that no one of them will begin to have a majority of the American people squarely behind it. Therein lies a great weakness in the case of the affirmative.

*American civil rights, as guaranteed by our Constitution, are too great a possession for our people to sacrifice upon the altar of a federal world government.* The affirmative will meet another snag when they propose that the American people surrender their civil rights that have been established by our Constitution. In no other country have the rights of men been

so protected as in the United States. Many foreign nations even feel that individuals are given too much freedom in this country. Why then should the American people join in a federal world government in which their individual rights and privileges are determined by other nations whose ideas and ideals about personal liberty are much narrower than ours? Why should Americans give up certain liberties in order to secure uncertain liberties and in addition run the risk of losing completely the hard-earned liberties that are now established in this country.

*The creation of a federal world government will mean that we will lose democracy as a form of government, and some new system will be established.* It would take a person with a very vivid imagination to believe that Russia, following a smashing victory over the German army, would then say that they recognized that democracy is the best form of government and that they would be willing to join a federation in which democracy was the dominant form of government. On the other hand, Great Britain and the United States would not be willing to accept Communism. What could be the result of such a situation? The only result could be some form of compromise in which the ideals of Russia would play an important part. This is another hurdle that the affirmative must pass over before they can establish their case.

#### SAMPLE NEGATIVE REBUTTAL ARGUMENTS

In the section immediately following you will find a group of arguments that are likely to appear in the average debate case. Since these arguments are essential to the establishment of practically any affirmative debate case, the negative team should prepare to meet and defeat them. First the anticipated affirmative statement will be given. This will be followed by a suggested negative method of refuting the argument. These suggestions should not, however, be considered by the debater to be the only way in which the argument can be attacked.

**AFFIRMATIVE ARGUMENT** A New League of Nations or a Federal World Government would fail as the last one did because it would require unanimous votes before any action could be taken.

**NEGATIVE REFUTATION** Our opponents have pointed out one of the weaknesses of the Old League of Nations, that it required a unanimous vote of the nations present and that each nation voted as a unit instead of allowing individual delegates to vote as they pleased. We are willing to admit these weaknesses in the old League of Nations, but we are not willing to admit that they must be continued in the future.

In the federal world union we feel that a simple majority or at least not more than a two-thirds majority of the votes of the delegates present should be required to pass most legislation. We also feel that the democratic principle of allowing individual delegates to cast their votes instead of having the votes made by gov-

ernments makes it possible for one or two nations to block legislation that is desired by the remaining members of the union.

We feel that if decisions in the federal world government were made around principles of class interest, instead of around nationalistic ideals, the union would be much more successful.

**AFFIRMATIVE ARGUMENT** The United States cannot expect to receive any additional security through an alliance with great Britain.

**NEGATIVE REFUTATION** Our opponent has advanced the argument that the United States cannot expect to receive any security through the establishments of an alliance with Great Britain. When they make such a statement they completely forget the great advantages that will go to any nation in time of war that has both the vast financial resources and the large navy of Great Britain on its side. This is exactly what would happen if the United States would form an alliance with Great Britain.

Although our opponent has a tendency to discount the value of the aid that Great Britain could give, we are of the opinion that a combination between the United States and Great Britain would make the strongest alliance known to the modern world.

**AFFIRMATIVE ARGUMENT** We do not want a policy of Nationalism because under such a system only weak nations are developed. We should follow a plan of collective action if we wish to become a strong nation.

**NEGATIVE REFUTATION** The opponents are advancing the argument that we must rely upon a plan of collective action if we wish to become a truly great nation. They feel that we will not become a strong nation if we adopt a Nationalistic policy. Let us look at Europe to see the actual results of Nationalism. In speaking of Europe, the late Senator William E. Borah said, "Europe, with her developing Nationalism, may throw many dark shadows over the future. But Europe, without the national spirit, would be hopeless beyond redemption . . . anything is preferable to suffocation in the fetid atmosphere of national decay. National decay begins where Nationalism ends."

If it is true that national decay begins where Nationalism ends, then Nationalism is the answer to the development of a great nation. We feel that the answer to America's problems will be found in a strong program of national development.

**AFFIRMATIVE ARGUMENT** An Anglo-American Alliance should not be made because the rivalries that would develop in other parts of the world against such an alliance would create many wars in the future.



**NEGATIVE REFUTATION** Most of the thinkers in the field of international affairs feel that if we are to have world peace in the future it is essential that we have some center of world authority.

As Richard Burks writes in *Current History* regarding this new world order, "the one possibility is an alliance of the United States and the British Empire. In a sense, such an alliance already exists . . . but this alliance must cease to be a temporary expedient and become instead a permanent arrangement . . . capable of pursuing common foreign, military, and naval policies. In short, it must be able to maintain a decisive preponderance of armed power and to keep enemy states disarmed."

Mr. Burks thinks that if the United States and Great Britain should form an alliance, they would have the power to keep aggressor nations from developing strong armed forces and so would be contributing directly to future world peace.

**AFFIRMATIVE ARGUMENT** A plan of a Union of the nations of the Western Hemisphere could not contribute to a lasting world peace, since no form of regional organization could aid global peace.

**NEGATIVE REFUTATION** Our opponents all think that a Union of the Western Hemisphere would fail in bringing about world peace. It would only be one regional unit of several that would eventually be formed, and thus world peace would not result.

In an editorial in the *Christian Century* magazine we have a proposal of a group of regional leagues of nations. This editorial suggests that such groups might be made with one created from the nations of North and South America, one in Europe, one in Asia, one of the Russian nations and another in Africa. Within each region a customs union could be maintained, and all mandated territories would be in the hands of the regional leagues.

Certainly such a proposal would have much merit and might be very effective in bringing about lasting world peace.

**AFFIRMATIVE ARGUMENT** We should not attempt to form a union of the nations of the Western Hemisphere because there is no demand for such an organization upon the part of the nations of this hemisphere.

**NEGATIVE REFUTATION** We will disagree with the stand of our opponents that there is no demand for a Union of the nations of the Western Hemisphere on the part of the nations that make up this group. We need but point to the effectiveness of the "Good neighbor" policy and explain again the friendly feeling of recent Pan-American conferences to show a demand for some form of a union.

In the April 1941 issue of *International Conciliation* we find this statement. "Certain Latin-

American governments have never lost faith in the well rounded scheme of Bolivar for an American League of Nations, and from time to time have proposed plans for such an organization. At Lima, such a scheme as a regional organization linked to a Universal League of Nations was proposed. It was referred to the next conference which meets in Bogata in 1943." From this statement we can see that there is a demand for such a union among the nations of the Western Hemisphere.

**AFFIRMATIVE ARGUMENT** The proposed plan of a Union of the Democracies will fail because it would be impossible to determine the powers that are to rest with the individual nations and those that will be granted to the Union. Such a situation will make the entire proposal fail.

**NEGATIVE REFUTATION** Our opponents have pointed out that it will not be possible to make any clear-cut differentiation between the powers of the individual nations that are to make up the Union of the Democracies and those powers that should be delegated to the Union itself. When they make such a statement, they are completely disregarding the facts of the formation of our federal union that are so well known to every student of American history.

When the federal union was formed in 1787, much the same line of argument was used. The people asked just how we would differentiate between the powers of the federal government and the powers that were to be retained by the states. It must be remembered, however, that this seemingly insurmountable objection was soon solved by simply drafting a Constitution that clearly defined the powers of both the states and of the federal government. It is true that from time to time there have been cases in which one or the other of these two governments infringed upon the power of the other, but a final decision was always made by the Supreme Court of the United States. A similar arrangement could be made by the government of the Union of the Democracies, and there need be no conflict for power between the two governments if a union is formed.

**AFFIRMATIVE ARGUMENT** Union of the Democracies would not be a good thing for the small nations because they would lose their independence without a hope of securing enough voice in the government of the Union to compensate for this loss of sovereignty.

**NEGATIVE REFUTATION.** Our opponents have voiced their opposition to joining a Union of the Democracies upon the part of the smaller nations because they would lose so much more than they would gain from such an action. They would lose their sovereignty but would not receive enough benefits from their action to compensate for this loss. We do not feel that they have weighed the

(Continued on page 270)

# A Sample Panel Discussion

**A** FREQUENT outburst in amateur meetings of various kinds is, "Let's have a panel discussion." The following panel was written by a student council on the rather abstract subject of "Ideals" after that subject had been assigned to the council for discussion at a district congress. This discussion was delivered by three high school girls.

## IDEALS IN OUR DECAD

**LENA RUTH:** The subject for our panel is ideals.

**HARMONY:** What is an ideal?

**LAURA JEAN:** An ideal, by definition, is a concept that existed in the mind or imagination of the person setting up the symbol.

**H.:** Now that helps a lot. Could you give an illustration of your definition?

**L. J.:** The statue of the Pioneer Woman which stands at the outskirts of Ponca City, Oklahoma, might be used to illustrate my definition. Bryant Baker, famous American sculptor, whose statue, "The Pioneer Woman" was recently erected at Ponca City, has this to say about his idealization, "The woman is not yet seared and marked by heart-breaking toil." She is a type of the survivors, of whom we should sing the song of victory to the future generations, rather than bemoan the few who were lost. The monument commemorates the loyalty, courage, and fidelity of the Pioneer Woman of America. The statue was conceived in the mind of the sculptor to represent certain virtues that he would like to see portrayed in the character. He constructed the statue to fit these symbolic virtues of his ideals.

**H.:** Oh, I see what you mean now. Shakespeare, in creating Hamlet, had that character act and say things that he himself would have felt under similar circumstances. The stories of King Arthur and His Knights are really stories of the quest of idealistic principles of living.

**L. R.:** Artists, in painting their masterpieces, are actually creating in a visual form the symbol that they have imagined. Such masterpieces as Gainsborough's "Blue Boy", Whistler's "Mother", and Breton's "Song of the Lark" are outstanding for their character delineation. Such characters could not have been painted except under the spell of the imagination of the artist.

**L. J.:** That is right.

**H.:** But how do you reconcile this line of thought with the "Decad of Ideals" which hangs in our main hall at school?

**L. R.:** That is easy. "The Decad of Ideals" was conceived several years ago in the minds and hearts of members of our student council and their sponsor, and it has been interpreted to mean principles toward which each individual should strive in his daily living. It is, in reality, a compilation of the beautiful and good from many sources, and it now has become one of

**WILLIS W. COLLINS**

*Former Principal, Idabel High School  
Idabel, Oklahoma*

the symbolic features of our school. It has for its purpose the building of character in a systematic manner. It sets up ten idealistic principles which, when molded together tend to make a completely balanced personality.

**H.:** Isn't health the first of the Decad?

**L. R.:** Yes, it certainly is one of them.

**H.:** But why? Health is a condition of the body, so why have an ideal set up for something we already have?

**L. J.:** That is of course true, but all people do not have the radiant health of youth that we have. Some people are afflicted with physical deformities which have crippled their bodies and minds, and are unable to do the things they would like to do in the manner they would like to do them. On the other hand, there are such people as Helen Keller who, even though blind, has achieved greatness in spite of that tremendous handicap. Buoyant radiant health would be one of her ideals. Our President, Franklin D. Roosevelt, knows of the inestimable value of radiant and vigorous health and sound mind.

**L. J.:** Therefore, you would say as did Henry Ward Beecher, that, "All higher motives, ideals, conceptions and sentiments in a man are of no account if they do not come forward to strengthen him for the better discharge of the duties which devolve upon him in the ordinary affairs of life.

**H.:** Thrift is an ideal that individuals and nations might well use.

**L. R.:** That is true. You cannot but recall the wise and witty sayings of Benjamin Franklin on the subject of thrift. You will recall that he said, "Keep thy shop and thy shop will keep thee."

**L. J.:** The one which impressed me most was, "Beware of little expenses; a small leak will sink a great ship."

**L. R.:** Samuel Smiles has said, "Economizing for the purpose of living independent is one of the soundest indications of manly character." And Gladstone added "Believe me when I tell you that thrift of time will repay you in after-life, with a usury of profit beyond your most sanguine dreams; and that waste of it will make you dwindle alike in intellectual and moral stature, beyond your darkest reckoning. Thrift can be used to include time and materials, and does not necessarily involve worldly goods."

**H.:** I can readily understand these ideals, but individual achievement as an ideal would seem to me to present problems.

**L. J.:** Yes it does make a problem, but do you recall that Marcus Aurelius said, on this sub-

ject long ago, "In the mind of him who is pure and good will be found neither corruption nor defilement nor any malignant taint. Unlike the actor who leaves the stage before his part is played, the life of such a man is complete whenever death may come. He is neither cowardly nor presuming; not enslaved to life nor indifferent to his duties; and in him is found nothing worthy of condemnation nor that which putteth to shame. Test by a trial how excellent is the life of the good man—the man who rejoices at the portion given him in the universal lot and alludes therein content; just in all his ways and kindly minded toward all men." This is moral perfection; to live each day as if it were the last; to be tranquil, sincere, yet not indifferent to one's fate.

L. R.: I believe that Charles Eliot expresses this ideal in a still different manner. For instance, everyone now believes that there is in a man an animating, ruling, characteristic essence, or spirit, which is *himself*. This spirit, dull or bright, petty or grand, pure or foul, looks out of the eyes, sounds in the voice, and appears in the manners of each individual. It is what we call personality.

H.: Social grace is an ideal which respects the rights and feelings of others and certainly is entitled to a position of honor in the Decad.

L. R.: You are quite right and G. W. Curtis has this to say, "I think that to have known one good, old man—one man who, through the chances and mischances of a long life, has carried his heart in his hand, like a palm branch, warning all discords into peace—helps our faith in God, in ourselves, and in one another more than many sermons."

L. J.: I like particularly the simplicity and the friendliness of Agnes Gray's poem "Slim":

#### SLIM

To all his fellow airmen he is "Slim"—

This slender youth with bright, unruly hair,  
Who learned—before the world beleaguered him  
The secret and the silence of the air.

Though bronze medallions bear his sculptured face,

And he is praised and sung and set apart,  
He wears his laurels with unconscious grace,  
The saving salt of humor in his heart!

The smiling eyes of "Slim" are keen and young;  
Guarding the strength of old simplicities.  
He is not spoiled by fortune's trumpet-tongue  
Sounding his name across the Seven Seas.

Though Kings and kingliest men have honored him,

Still to his fellow airmen he is "Slim."

H.: We should remember personal honor as one of our ideals.

L. J.: Yes, our nation was founded on the basis of real or apparent wrongs to the personal honor of our forbears.

L. J.: As I remember the Declaration of Independence, it asserts this in a very definite manner: "When, in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume, among the powers

of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation. We hold these truths to be self-evident: that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness.

L. R.: Persistence toward a chosen goal is another of the ideals in the Decad. This ideal can best be appreciated by student groups who have achieved in any manner some chosen goal. Our presence here and the existence of a district congress is certainly conclusive evidence of the value of this ideal. Our own Decad was adopted only after long and persistent efforts on the part of individual members in behalf of part or parts of it.

L. J.: Mastery of the tools, technique, and spirit of learning make an abstract quantity, but one which will develop the individual as such. When the complete ideal is embraced, that student becomes adept in the science of learning and the art of appreciation.

L. R.: No individual set of character traits would be complete if the ideal of appreciation in nature and art were left out. This principle of right living permits the individual to enjoy the creative work of people of diversified activities.

L. J.: Spiritual nature that grows daily is an ideal which when embraced will give to the individual a wholesome and fragrant outlook on life in all of its varied pattern. The spiritual nature must receive as much daily attention in the formation of a likeable character as does any other idealistic trait.

H.: The sum total of all of the ideals that we have enumerated will develop a personality that will grow into worthy citizenship.

ALL: We are happy to have had this opportunity of presenting to you the Decad of Ideals of the Idabel High School. Thank you.

#### To Celebrate Easter

(Continued from page 259)

can no longer be left out of our schools; no more than Christmas.

Our Easter Concert was so successful and was received so well that it was repeated before the high school assembly with equally as fine response. We had numerous calls to appear at local church services. No longer do we need to pass by such a great event as Easter. Present, if you will, your Easter Concert on Good Friday.

"A song of sunshine through the rain,  
Of spring across the snow;  
A balm to heal the hurts of pain,  
A peace surpassing woe.  
Lift up your heads, ye sorrowing ones,  
And be ye glad of heart,  
For Calvary and Easter Day  
Were just three days apart!"

—Author Unknown



# Summer Camps Are Vital This Year

OUR government has recognized that boys and girls summer camps properly conducted are vital war "industries" and rightly so. Perhaps you may object to the term "industry" attached to our camps, but if the camps do their job, they are building a rugged type of American boyhood and girlhood just as an airplane plant builds airplanes. Both jobs are vital today. If we do not build today good rugged future American boys and girls, we may win the war today really only to lose it. Building a future type of American womanhood and young manhood is just as important now, mind you *now*, as is building the ships, airplanes, and munitions is *now*. We cannot neglect our human building of our future citizens anymore than we can neglect building for our present war material needs.

The war factories get priorities on raw materials and their transportation for manufacturing. The raw materials in the camp business are the boys and girls of America. Today only a small percentage of the available raw material gets the opportunity to go to camp. Maybe in the future after the war the government will see fit to spend money giving every American boy and girl a chance to go to camp. Could money be spent to any better cause? Recently the camp directors of America were assured of some means of railroad transportation to get the boys and girls to camp. While we all know that the service will not be like that of peacetime, it does mean that the camps will be able to open this coming summer.

As we try to look into the future of a world which at present promises so little to individuals, we may, as parents, wish to provide our children with a summer of strenuous activity which in camp is a world of joy and freedom. The impact of the war is keenly felt by children because it interrupts their lives and it is not so easily understood by them. Why should they be prohibited from doing this or that because there is a war? This is something for which they are not to blame, and it is difficult for them to comprehend.

The above mentioned truth means that the children's summer camp this year fills a place in the need of a child greater than ever before. It is our children who are going to carry on the American way of life and liberty, and therefore, we must consider their needs today. If they are to take their places where many men and women are today in the war program, they must be given a chance to compete with their contemporaries in a lifelike situation which camps afford. This year's camp must be selected with unusual care, and you should know the camp director, and what are his camp policies. A camp which has no definite aims and objectives beyond providing the campers a place to eat and sleep is not worth much. We do not need sum-

HOWARD G. RICHARDSON  
*Assistant State Supervisor of  
Health and Physical Education  
Richmond, Virginia*

mer hotels in the form of camps for our boys and girls.

We need today camps which promote a rugged type of program. Camps which operate to entertain its clientele have no right to exist, especially during this emergency. The Physical Fitness Manual prepared by a committee appointed by Commissioner of Education with the collaboration of the U. S. Army, the U. S. Navy, the U. S. Public Health Service, and the Physical Fitness Division of the Office of Defense Health and Welfare Services offers the following quotation about camps:

"Increased emphasis on interscholastic and intramural athletics, road work, hard physical labor, and camping" It is easy to see what the objectives of a sound camp program should be, and what is expected in our summer camps. We want athletics, plenty of rugged and vigorous competition, but it is necessarily intra-camp, and not necessarily inter-camp. The camp which built a reputation on its camp team's defeating all other camps is no longer needed.

Don't we need competition between camps today? This question cannot be solved with a "no" or "yes" answer only. We need competition, and if it involves all campers, it can be intra- or inter-camp. If it is the latter, it must be with close neighbor camps. It must not be necessary to use gasoline to transport the campers, or to use the railroads. How can such a program be conducted then? Maybe a morning's hike to another camp for an afternoon's competition in various sports, then hike home, might be the vigorous training that the campers need today. It is much easier to promote a wholesome strenuous intra-camp program. What we are striving for is to teach every boy and girl to play hard, to learn to give and take in athletic competition. General Douglas MacArthur gives us the answer about competition: "On the fields of friendly strife are sown the seeds which, in other years on other fields, will bear the fruits of victory," but it must be wartime geared to meet the emergencies of the time.

Next, our camps should have programs which include road work and hard physical labor. It is not only possible in most camps, but it should be a requirement for the boys and girls to build an obstacle course to meet their needs and to challenge their skill abilities later. The material can be gathered from the woods, and under the proper supervision, an obstacle course can be built which will be an addition to the camp and a credit to the campers who make this contribution. When completed, the obstacle

course affords much pleasure and enjoyment, as well as an ideal developer of physical fitness for the boys and girls. Time trials for individuals according to their age, as well as in team competition, may be instituted to motivate the use of the course. This is one way to include road work and hard physical labor.

Another project which boys and girls enjoy in camp, and one which involves hard physical labor, is to build substantial lean-tos which may be used to house groups on their overnight hiking trips. These lean-tos may be placed so that they are a good day's hike apart. Probably three lean-tos properly placed could be used for four day hikes, and groups could be sent out at least once every two weeks. The total hiking distance from start to finish would be fifty or sixty miles. If possible these lean-tos should be built on private property by paying a small camping fee each time a group stays overnight on the property. Most property owners located in boys and girls camping areas would be quite willing to rent camping space for the suggested set-up. The campers, however, must realize that this is a privilege to them, and the campers must conduct themselves properly, and do everything required in good camping technique. If this is done, this arrangement is beneficial to both the camp and to the property owner.

This year our boys and girls summer camps must engage in hard physical activities. This does not mean that our camps have to become work camps, and the campers required to do the manual labor about a camp. To be sure, there is nothing wrong if campers do the manual labor of a camp, but there are so many enjoyable activities which require the same physical effort. There is also the danger that some camp directors may use this emergency to save on camp expenditures. If the camp is to be a work camp, the fees should be that of a work camp. If an emergency arises in a camp where hired help is not available, then the campers should cooperate in the running of the camp. Labor shortage arose last year in some camps, and when it did, the campers and counsellors all pitched in and did what was necessary under the circumstances. That is one thing that you can always count on in real American boys and girls, to do the job necessary in an emergency.

### Honors Assembly

(Continued from page 253)

or both of the narrators, and the salute to the individuals receiving the honors was given by the speech choir.

Perhaps we can make the whole program a little clearer, now, by listing the items as they appeared on the printed program for the assembly.

1. "America"—Sung by Audience
2. Speaking by Narrators
3. "Michigan, My Michigan"—Sung by Choir
4. Movies of School Activities (Listed)
5. Induction of New Officers (Student Council)

6. School Creed
7. School Song—Sung by Choir and Audience
8. "The Song of Songs"—by String Trio
9. Honors Song—Sung by Choir
10. Special School Honors—Speech Choir, Music Choir
11. Military Service Honors—Speech Choir, Music Choir, Trumpeters
12. Taps (For former students killed)
13. "Star Spangled Banner"—Sung by Audience

In the production of the program the military motif was kept, since the climax of the program was to be the honoring of the men in service. In the background on the stage was a large shield of the state of Michigan, which has for its motto, *Tuebor* (I will defend). This was flanked on each side by a cut-out pillar and a flag—the American flag on the right and the Michigan flag on the left. The music choir and the speech choir sat in bleachers on opposite ends of the stage, facing each other. At the front of the stage on each side was a narrator's desk and microphone. The only decoration on these was a simple panel in front. A few palms and clusters of peonies completed the stage arrangement. A spotlight and a few light changes on the stage were employed during the program. The movie screen was portable and could be removed easily at the proper time.

We realize that this is not an original type of program, but we were so pleased with its effect and reception that we wished to pass it on. For us it had the advantages of being brief and to the point; it gave recognition to all (the names of all students honored were listed in the printed program) without being tedious; it had a certain artistry about it; and finally, it left the students and parents with about the proper degree of exaltation. Of course, it can be varied in many of its aspects—and we shall vary it next time.

In conclusion, may we offer a few cautions in this type of program: 1. The beginning of the year is not too soon to start planning; 2. You can save money and assure yourself of what you want by buying all of the film at one time; 3. Keep the script short but adequate; 4. Have enough rehearsals with the music, the movies, and speech groups to assure perfect timing and climax; 5. Invite in faculty members to criticize before the last two rehearsals. Most of these cautions may be obvious to anyone who had directed this type of program, but we are including them for what they are worth. If a complete copy of the program is desired, the authors would be glad to send one until the supply is exhausted.

### SOUND EFFECT RECORDS

Gennett & Speedy-Q

Write for free catalogue

GENNETT RECORDS

DIVISION OF THE STARR PIANO Co., Inc.  
Richmond Indiana

# Bookland Pageant

**W**HAT kind of an assembly program can the teacher of ninth and tenth grade groups produce that will compare with those produced by upperclassmen? In our school we found the answer in a *Bookland* program.

The industrial arts department made a frame five feet by six feet. Hinged to this was another frame of the same dimensions. The first frame had the words *BOOKLAND* pasted on the brown paper cover. The second page was covered with muslin, and the characters stood behind this and directly in front of a large photo-flood light, borrowed from the Photography Club.

The book was opened and closed by two girls dressed as pages (gym suits, red caps, and red sashes.) A reader, dressed in a robe used by the choir, read the script from left of the stage.

Because the figures are in silhouette the costuming can be very simple. For instance, two sheets of newspaper tied at the waist make a good shield for King Arthur.

Three practices are all that are necessary with the group. The reader may need more. The time is about twenty minutes, but music between scenes will add to the length.

The script follows:

War has caused destruction  
In every cranny, every nook;  
But you may find forgetfulness  
In your faithful friend, a book.  
When work is overbearing,  
A book can bring relief,  
Can turn to greatest happiness  
Your deepest, darkest grief.  
A book has powers, nameless,  
Does helpful, noble things—  
Makes ordinary people  
Feel equal to great kings.  
There are books of education,  
Romance, mystery, of strife;  
Of struggle, people, murder,  
Glory, death, and life.  
Old friends might have left you  
When this wide world shook;  
But you'll never be deserted  
By companions in a book.  
When the world's a calmer corner  
In which to hear and talk and look,  
Think back to grayer hours:  
But look forward to a book.

—Bette Jean Saunders

1. Home Room 306 takes you this morning to Bookland and shows you a few good companions. So with us turn the page of Tennyson's *Idylls of the King*, poems of brave soldiers who went about the world finding evil and helping to correct it. The name of King Arthur's sword was Excalibur, and our first

ANNE BRADBURY  
English Department  
Gallia Academy  
Gallipolis, Ohio

picture is of Arthur receiving it from the Lady of the Lake.

"And near him stood the Lady of the Lake  
Who knows a subtler magic than his own  
Clothed in white samite, mystic—wonderful  
She gave the king his huge, cross-hilted sword,  
Whereby to drive the heathen out: a mist  
Of incense curled about her, and her face  
Wellnigh was hidden in the minster gloom  
But there was heard among the holy hymns  
... Take thou and strike! ...  
So this great brand the king took ...  
And beat his foeman down."

2.

George Eliot in the 19th century told a story of a miser who found the happiness of true living was not in money, but in the companionship of a child. This little girl wanted to run away, and for punishment her father put her in the place he kept his coal. After a while she was cleaned and—

"The weaving must stand still a long while this morning and have clean clothes on. ... In half an hour she was clean again, and Silas having turned his back to see what he could do with the band. ... He turned around again and was going to place her in her little chair near the loom, when she peeped out at him with face and hands black again and said, 'Eppie in de toad-hole.'"

3.

To keep his stepson amused, Robert Louis Stevenson told the story of *Treasure Island*. Jim Hawkins' parents keep an inn, and a pirate stayed there. When he is killed by his enemy, Jim and his mother take his possessions to Squire Trelawney's and they find that they have a map for treasure.

"The paper had been sealed in several places. The Dr. opened the seals with great care, and there fell out a map of the islands, with latitude and longitude, soundings, names of hills—bays and inlets, every particular that would be needed to bring a ship to safe anchorage. . . and in red ink these words: Bulk of treasure here."

4.

James Russell Lowell wanted to make the rest of the world understand New England people and their ways, and so he wrote *Biglow Papers*. In these essays he used dialect of the people he knew and we show you a new England romance, *The Courtin'*.

"She heered a foot and knowed it tu.  
A raspin' on the scraper,—  
All ways to once her feelins flew  
Like sparks in burnt-up paper.



He kin' o' littered on the mat  
 Some doubtful o' the sekle  
 His heart kept goin' pity-pat  
 But hern went pity Zekle.  
 . . . He stood a spell on one foot fust,  
 Then stood a spell on t'other  
 An' on which one he felt the wust  
 He couldn't ha told you nuther.  
 Says he, I'd better call agin.  
 Says she, Think likely, Mister.  
 Thet last word pricked him like a pin  
 An'—Wal, he up an kist her."

5.

A great national story is *A Man Without a Country*. Phillip Nolan had planned to form a kingdom in Texas and when brought to trial, in a fit of temper said he wished he might never hear of the United States again, and that became his punishment. Years later he was talking to a young sailor.

" . . . And for your country, boy, and for the flag—never dream a dream but of serving her as she bids you. No matter what happens to you, no matter who flatters you or abuses you, never look at another flag. Never let a night pass but you pray to God to bless that flag."

6.

Mark Twain created a good lesson for us in his immortal story, *Tom Sawyer*. Tom got the fence whitewashed by making the task seem desirable.

"Say, Tom, let me whitewash a little. No, I reckon it wouldn't hardly do, Ben. Aunt Polly's awful particular about the fence—it's got to be done careful. I reckon there ain't one boy in a thousand, maybe two thousand, that can do this the way it should be done.

Oh shucks I'll be just as careful

Say, I'll give you the core of my apple

Well-no-I'm afraid—

I'll give you all of it.

7.

Clarence Day wrote of his own childhood in a book called *Life with Father*. We see Father talking with Clarence, as Father tells him how to manage women in one easy lesson.

"Women they get stirred up and then they get you all stirred up too. If you can keep reason and logic in an argument, a man can do very well; argument is whether they love you or not. I swear I don't know how they do it. Don't you let 'em, Clarence. Don't you let 'em.

"I see what you mean, Father. If you don't watch yourself, love can make you do a lot of things you don't want to do. But what do you do when they cry?

"Well' that's quite a question. Just make them understand it's for their own good. Now, Clarence, you know all about women.

"I thought you were going to tell me more.

"No, that's enough. Be firm; that's all you need to know."

8.

*Seventeen.*

Booth Tarkington has created the story of a new girl in town in his story, *Seventeen*, Lola Pratt, with her dog Flopit, takes Willie Baxter

by storm and baby talk.

"Oh, cute 'ems—Darlin' Flopit look. Ickle boy Baxter going to make imitations of darling Flopit again. See ickle boy Baxter—put head on one side—then other side just like darlin' Flopit. Ladies and 'entlemen, imitations of darlin' Flopit by ickle boy Baxter.

Bow-wow.

More—more. Do it again ickle boy Baxter.

Burp—wurp.

9.

*Barbara Fritchie.*

In the days of the Civil War, Frederick, Maryland was taken several times by both the North and the South. The North felt that the South had left the country, and so when Jackson marched in, Barbara Fritchie waved the Northern flag at the Southern troops—

"Up the street came the rebel tread,  
 Stonewall Jackson riding ahead.

'Halt'—the dust brown ranks stood fast

'Fire'—out blazed the rifle blast.

'Shoot if you must this old grey head

But spare your country's flag,' she said.

'Who touches a hair of yon grey head

Dies like a dog—March on,' he said."

10.

*Star Spangled Banner*

Francis Scott Key in the War of 1812 felt within him the patriotic duty to write a song. This song was later accepted as our national anthem and now in this time of struggle has more meaning than ever, and all our Bookland friends hope we can keep this our flag so we can be free to choose our own companions from the world of books.

## Negative Rebuttal Plans

(Continued from page 264)

arguments for a Union of the Democracies carefully enough to warrant such a conclusion.

First, we should remember that while the small nations would lose their sovereignty, they would also gain protection against the predatory powers that are always ready to take advantage of their weaker neighbors. Under the old system, Holland, Belgium, and Denmark were always at the mercy of Germany. If these nations became a part of a Union of the Democracies of the world, they would no longer have the same fear of a German invasion as in 1914 and again in 1940. They would know that an invasion of their territory would bring them the protection of the entire membership of the democracy instead of the obligation of attempting to defend their own borders alone.

A second great advantage that would come to these smaller nations would be free trade with all of the members of the union. These economic advantages coupled with the advantage of the protection of the union against aggressor nations should more than compensate for the loss of sovereignty by small nations.

This is the last of a series of four articles by Harold E. Gibson on the current high school debate question.

# News Notes and Comments

The birthdays of Lee, Lincoln, and Washington are the three big dates in the intensive campaign being conducted throughout the state of Virginia under the title "Virginia Schools-at-War Mobilization." Under the chairmanship of Francis S. Chase, executive secretary of the Virginia Education Association, the drive is intended to enlist every school in the state in more thorough and consistent action in the Schools-at-War Program of the United States Treasury Department.

## War Savings Radio Scripts For Schools at War

Suggestions for school radio programs about War Savings, with five scripts adapted from those presented by the Cleveland Public Schools in a series of weekly programs over Station WGAR, may be secured by writing to Education Section, War Savings Staff, or the Radio Script and Transcription Exchange, Federal Radio Education Committee, U.S. Office of Education, Washington, D.C.

"Let the Students Speak," by Doris P. Merrill, in the January number of *The School Press Review* is good reading.

Schools interested in forming a chapter of the National Forensic League should write to *The Rostrum*, 145 Terraville Ave., Lead, South Dakota, for information.

Two hundred sixty boys and girls have been cited for honorable mention in the second nationwide Science Talent Search and will be recommended as students of unusual ability to scholarship-awarding colleges and universities, Watson Davis, Director of the Science Clubs of America, announces.

The honorable mention awards went to seniors in public, private, and parochial schools in 39 states and the District of Columbia. Selection of the 260 for honorable mention brings to 300 the number of citations that have been made in this Second Annual Science Talent Search.

Victory "V's" similar to Army-Navy's "E's" will be awarded by Philadelphia High School Victory Corps and the Junior Board of Commerce, sponsors of the week's activities. Special assemblies and a ship launching are among the scheduled events.

Sanatorium students in the Weimar Branch of Placer Union High School in Weimar, California, are active Victory Corps members. Morale is high as students knit for the Red Cross and build model airplanes, while they recover from tuberculosis.

A forceful editorial in *The Kansas Teacher* is typical of the growing popular support for the movement to reduce the voting age to eighteen. "If the 18-year-olds are old enough to defend our democratic life on the battlefield," says the editorial, "they are old enough to defend the American way at the ballot box." So say we all.—Joy Elmer Morgan in *The Journal of the National Education Association*.

Oakdale (California) Joint Union High School has an extensive Hobby and Special Interest Club Program. During the present school year twenty-four clubs have been organized, with voluntary membership involving approximately 95 per cent of the student body.—*California Journal of Secondary Education*.

## Going to Hold a Carnival?

*How to Plan and Carry Out a School Carnival*, by C. R. Van Nice, supplies the plans and anticipates the problems of a school carnival. Price 50c. Order from School Activities, 1515 Lane Street, Topeka, Kansas.

*We Dig for Victory* is an account of a victory garden project at Chico (California) High School in the February number of *Sierra Educational News*.

Never was there a war in which there were so many ways for civilians to be of definite help. One way is contributing to the Red Cross "blood bank." Any healthy person can safely give a pint of blood for use by those injured in the military services. The procedure is painless, quick, harmless—and interesting. A simple physical check is made to make sure the donor is in good health.—*The Massachusetts Teacher*.

## Contributions Invited

New ideas and original plans offered for publication in *School Activities* will be gladly examined by the editors. The *School Activities* Editorial Bulletin, giving instructions for the preparation of manuscripts, will be sent on request.

## Pupils Reinstated in N. J. Strike

Long Branch, N. J.—The Board of Education reinstated 17 Long Branch High School students, who had been under suspension because of a strike over the abandonment of interscholastic basketball, and put them on probation.

The strike, in which 65 students took part, began on a Monday and ended next day when all but the 17 returned.—*The Journal of Education*.

Copies of the High School Victory Corps Manual may be obtained from the Superintendent of

Documents, U. S. Government Printing Office, Washington, D. C., at 15 cents each. A 25 per cent discount will apply on orders for 100 copies or more.

The Hiram Percy Maxim Memorial Award for the best non theatrical films of 1942 was presented to George W. Serebrykoff, of New York City, for "Russian Easter," a 16mm. film record of the celebration of Easter in the Russian Orthodox Church. This award is presented each year by Mrs. John G. Lee of Farmington, Connecticut, in honor of her father, the founder and first president of the Amateur Cinema League, 420 Lexington Avenue, New York City. It is the top award in "Movie Makers" Ten Best competition.

### Special Offer of Back Numbers of School Activities

Several hundred miscellaneous copies of *School Activities* are offered in packages of 27—no two alike and none of the current volume—prepaid for \$2.00. This makes available at a nominal price over a thousand pages of material, much of it activity ideas and entertainment helps that are as timely and usable now as when they were first published.

### Uncle Sam, What Can I Do?

(Continued from page 261)

U. S.: Go bring them in. I would like to talk with them.

C. D. (Calling loud l.): Uncle Sam say, come in an' when he say, you better do it or else! He doan care nothin' 'bout nobody. You better mind him!

U. S.: Well, boys, where did you get the fine car? (They are standing facing him.)

TWIN (1): Dad got it before the war.

U. S.: And how are you boys using it?

TWIN (2): Mostly for fun and to ride to school and down town.

U. S.: When your tires wear out, what then?

TWIN (1): Dad's rich. He will make more out of new kinds of rubber.

U. S.: How old are you?

TWINS (both): We're seventeen, but the war will be over before we have to go. Dad says so.

U. S.: I am surprised at you and your father. too. The men who should know have told us over and over we will have a long hard war. No one knows how strong our enemies really are. And we are just building our strength. You boys are not good citizens. You should be walking, saving materials, and not telling foolish rumors. Your father should not buy toys like cars for you. He should put his money to work in some war effort. How do you think our soldiers would feel if they knew what you do?

TWINS (both): No soldiers are fighting for us.

U. S.: How wrong you are. Every soldier fights for your right to the freedom you enjoy. You are careless and thoughtless, and ought to be punished.

(Twins look at each other and say nothing.)

U. S.: Or perhaps you haven't thought about it. Do you love this country?

TWINS (together): Yes sir!

U. S.: Do you want to help win this war?

TWINS (both): Yes sir!

U. S. Then begin to do something to show definitely your attitude. Put the car in the shed. Walk to school. Save rubber. Make yourselves strong. Can you say the pledge?

TWINS (both): We think so.

U. S.: Chocolate Drop, you lead it. There is the flag. Let me hear you!

TWINS AND C. D.: (repeat the pledge.)

U. S.: Thank you. Now you may go. (All three exit.)

U. S.: (Goes to table, sits in chair, looks at a magazine, nods, puts head on table and goes to sleep.)

NAVY LADS AND GIRL (They enter together singing "Sailing," see Uncle Sam, pause, and one speaks): Poor Uncle Sam! He is trying to sleep, but he can't sleep long. Too much to do.

NAVY GIRL: Listen. He is asking us something. (He still sleeps.)

NAVY BOY: He wants to know what the navy boys want the home folks to do. Oh me! Oh my! Build, build, build, ships, guns, ammunition, airplanes, tanks . . .

ARMY MEN AND WOMAN (They enter singing, "We're in the Army Now.")

SOLDIER: Look, there's Uncle Sam asleep. Hi there, Navy!

NAVY LAD: Hi, Army! Uncle Sam spoke to us. He wants to know what the navy wants folks at home to do to help win the war.

SOLDIER: All I want is to know they really care about what we are doing. Fighting alone is hard business. But fighting for folks who care, that's our job.

SOLDIER (2): You bet! We want the folks to work, but to work like they want to, cheerfully.

GIRL SOLDIER: It might help if we knew we were remembered in somebody's prayers, though I don't suppose the men will ask that.

NAVY LADS: We might give Uncle Sam a little boost. Let's sing a song for him. (They sing as they march "You've Drawn Your Sword Again, Uncle Sam." or a substitute, as they drill across the stage and exit on last lines.)

UNCLE SAM (awakens): I had a wonderful dream. It was like the verse of our anthem: Oh thus, be it ever, when free men shall stand Between their loved homes and war's desolation (As he repeats this verse the curtains slowly close on Uncle Sam looking up and finishing "land of the free, and home of the brave.")

(END)



### CAPS and GOWNS

For Graduation.. Special money-saving plan. Write for full details and returnable sample. No expense or obligation. Also Choir and Choral Apparel. DeMoulin Bros. & Co., 1025 S. 4th St., Greenville, Illinois



# Something to Do

C. C. HARVEY, Department Editor

## GEAR EXTRA-CURRICULAR PROGRAM TO IMPORTANT WARTIME NEEDS

The war presents a challenge to the extra-curricular program in two ways: First, clubs and activities already in existence can assume war responsibilities. Second, new organizations can be set up to handle programs new to the school because of the war.

Many groups which already exist in our schools lend themselves admirably to helping the war effort. Have the handicraft or woodwork club build model airplanes for the Navy. Have the knitting club make sweaters, helmets, caps, and socks for the members of the Armed Forces. Have the aviation club and radio club turn their attention to those fields of wartime activity dealing with aviation and radio. The Junior Red Cross, with its fine organization throughout the country, is already busy with war activities. The advertising club can turn its efforts to the publicizing of the sale of stamps and bonds. Modern language clubs can intensify their study of the languages of the various foreign countries with which they are already familiar. The mathematics and science clubs take on new importance with present emphasis in these two fields. And the dramatic and glee clubs can present programs which promote wartime education and morale.

At the same time, new organizations can be set up to participate in the war effort. Have a first aid squad, drilled and organized, ready for any emergency that may occur. Organize a committee on the sale of stamps and bonds to represent the entire school population. A booth might be set up for the sale of stamps and bonds. An air raid squad should be organized to assist the faculty in air raid drills. A salvage committee can function for the school, collecting tin, iron, rubber, and other materials. A hiking club might be organized to supplement the regular physical education and recreation programs.

All of these wartime activities can be guided and coordinated by the High School Victory Corps or a Central Victory Committee, which should be a part of or grow out of the already existing student council. Organization of the school's war activities is very necessary. When one scrap drive is over, or when several sweaters or model airplanes are made, too often we are prone to feel that our job is finished. But our job today is not finished until final victory is won. Therefore, a permanent war activities program is essential to keep alive and give guidance to these significant activities.—E. J. NEUMAYER, East Side High School, Newark, New Jersey.

## HERE'S HOW ONE HIGH SCHOOL IS HELPING THE WAR EFFORT

Today attention of all school groups is focused on the war. Enlist pupils in a nationwide plan

for action such as the "Schools at War Program." Inaugurated in January, 1942, by the U. S. Treasury Department, this program of "save, serve, and conserve" enables numerous campaigns to be carried out with great efficiency.

Under this program, the Solomon Juneau High School, Milwaukee, Wisconsin, has raised the percentage of war stamp and bond purchasers from thirty-one per cent in weekly sales at the beginning of the semester to ninety-four per cent. Programs, witnessed by the one-hundred per cent homerooms and heard over the public address system by the others, include the reading of the honor roll of one hundred per cent homerooms during which each group is saluted by a trumpet fanfare, original appeals made by speakers, and other appropriate selections presented. The one hundred per cent home rooms are also organized on a chart which displays an American flag every time it is on the weekly honor roll.

A music appreciation group presented a musical dramatization of George H. Garton's "Fate Knocks at the Door," which emphasizes Ludwig von Beethoven's "Fifth Symphony," based on the simple pattern of four notes, heralding the downfall of the man who had crushed Beethoven's hopes for a democratic Europe. A graph of weekly sales shows the remarkable effect of these activities. Emphasizing patriotic spirit, flags to be hung in each room were presented to homeroom presidents in a general assembly.

Each homeroom organizes itself and designates a representative who orders all the war stamps and bonds through the office. Voluntarily pupils from various homerooms contribute and read the appeals and pep talks which constitute the promotional program. For the same purpose one homeroom group, under musical direction, prepared a choral arrangement of Albert Hay Molotte's "Pledge to the Flag." This same group organized and executed a campaign to raise the war stamp and bond purchases during the first two weeks in December to the amount required to pay for a Red Cross Ambulance. They arranged for an ambulance to appear at the school, invited a member of the Motor Corps to recount the duties of this division to the pupils, and gave pep talks to the homerooms. One homeroom group, making an especial appeal for the purchase of stamps and bonds as Christmas gifts, dramatized "Letters to Santa" by means of an opaque projector.

As a member of the Milwaukee High School Youth Victory Council, a division of the High School Victory Corps, whose desire is that "the American public may see and appreciate the great variety, scope, and value of the school war services," the student council started its pro-

gram for the year with an all-out key campaign. Encouraging inter-class rivalry, it achieved a total of thirteen keys for each pupil. Now, the Victory Council has "set as its objective the purchase price of a patrol torpedo boat; namely, a quarter of a million dollars." Each school has been allocated a definite amount based on its total enrollment.

One hundred per cent membership in the American Junior Red Cross, which is at minimum one cent per pupil, not only supplied money, but encouraged knitting of sweaters and afghan squares, sewing bed jackets, and constructing various projects such as ash trays from tin cans. While serving, pupils have learned to conserve unoccupied time as well as materials.

The Home Economics and Senior Girls' Clubs have donated their dues to the Red Cross; furnished tray favors for hospitalized soldiers; sewed bed jackets, crazy quilts, and patchwork quilts from old woolen pieces; and made Christmas greeting cards.

A response by the Model Airplane Club to the call of the United States Bureau of Aeronautics for accurate scale models of airplanes has resulted in the completion of an allotment of one hundred fifty Douglas SBD3's and Sikorsky DS2U1's, United States fighters. A demonstration model of airplane flight control is now in construction.

The school's hand has reached the people in their homes during the community war chest drive, by marching through the community with

promotional posters made by the Arts and Crafts Club, by playing for Air Raid Warden graduation, and by participating in several patriotic programs and parades throughout the city. Individual band members have contributed to the weekly promotional convocations.

The Art Department has printed slogans. On every bulletin board attractive placards remind the pupils:

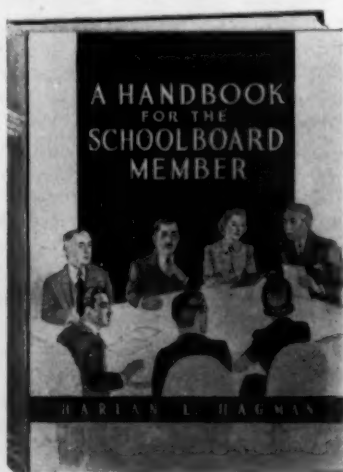
"This is War! Work as you never worked before. Lend to Defend the Right to be Free."

In connection with the war effort, Boy Scouts have collected paper, metal, and other scrap; distributed notices for the election of Air Raid Wardens and for the collection of metal scrap; assisted at Registration for Selective Service; and aided the Defense Council during black-outs. In fair weather, they have raised the flag daily at school; at convocations, they present the colors.

The school newspaper has collected the material and arranged for an honor roll for service men, to include alumni and those who left school to enlist. Furthermore, they have publicized stamp sales and are beginning a collection of silk and nylon hosiery.

Putting its project on a competitive basis, the "Schools at War Program" has provided awards for outstanding work. Each school is judged by a scrapbook containing graphs, pictures of activities, speeches which indicate its progress, and the like.—MAUDE STAUDENMAYER, Juneau High School, Milwaukee, Wisconsin.

## Does your school board know?



5 Days FREE Examination  
Price \$1.50

What is the legal authority of members?

What are the duties of superintendent and principal?

How should teachers be selected and work assigned?

These questions and many others are answered by Harlan L. Haggman, Northwestern University, in "*A Handbook for the School Board Member.*"

The veteran board member will find in this volume new educational significance in the work he does. The new member will use this book as a handy guide to the tasks facing him.

## School Activities Publishing Co.

1515 LANE STREET • TOPEKA, KANSAS

Get your copy of this

**1943**

**CONFIDENTIAL**

# WHOLESALE MAGAZINE SUBSCRIPTION PRICE LIST

with rates on 3,000  
publications

Accept orders at  
regular retail prices  
and  
remit at Agents' rates

Suppose a teacher of your acquaintance were subscribing to Atlantic Monthly and would like to take Harper's Magazine, too. The full price, the Catalog shows, is \$9.00 for these two on separate subscriptions, yet would be only \$7.00 on the Combination offer. You can show her a \$2.00 saving. This easy sale would make 50 cents commission for you.

This is just an example to prove to you that taking orders the McGregor way is just about that—accepting them—for once the word spreads that you can often save sizable amounts on school and popular magazine subscriptions, the offers will begin to come in. So write for your Wholesale Magazine Catalog today!

**McGREGOR MAGAZINE  
AGENCY**

Dept. SA 3  
Mount Morris, Illinois

## PUBLISH A VICTORY CORPS BULLETIN AS A SECTION OF THE SCHOOL NEWSPAPER

One way to create interest in the High School Victory Corps is to publish a section in the school paper dealing entirely with the organization and its activities. This might be called the "Victory Corps Bulletin" and published as a special feature of each issue.

Such a section will help to keep the work of the Corps going and give equal recognition to all parts of the program. It can be planned to give a complete picture of how the school is changing to meet wartime needs. This should stimulate greater enthusiasm on the part of pupils and lead to better community support.

Select one member of the paper staff to serve as special editor of the "Victory Corps Bulletin." In each number of the paper have a summary of what is being done as part of the program of the Corps in classes, clubs, organizations, in promoting health, safety, and thrift, in pre-induction training, in vocational guidance, in physical training, in promoting morale, in community service, and in out-of-school work and activities. Have a section devoted to ideas for projects, another to comments on the activities, and another to recognition given pupils for outstanding contributions to the program.

## MAKE EXPERIMENTS WITH WAR MATERIALS IN THE SCIENCE CLUB

While our boys are dropping "calling cards" over Europe and Japan, high school pupils can learn much about the elementary techniques of modern warfare by performing simple experiments in the science club.

Experiments based on explosives can be conducted on a small scale. Pupils can use small slips of paper to make miniature "calling cards." Phosphorous dissolved in carbon disulphide and placed on the paper, when exposed to air, unites with oxygen, and a harmless explosion occurs. In performing experiments of this kind, safety first rules must be observed. The one in charge of the experiments must know what he is doing or accidents are sure to happen. There are many simple experiments with war materials which would be suitable for trying in a science club. Such experiments demonstrating various things about warfare may be very valuable to boys when they enter the armed forces.—LAURETTA CONNORS, Hackettstown, New Jersey, High School.

## PLAN A SENIOR OPPORTUNITY DAY AS PART OF GUIDANCE ACTIVITIES

To enable members of the senior class to become acquainted with the various vocations and professions, hold a Senior Opportunity Day this spring as a climax to the guidance activities of the year. Invite representatives of various professional and vocational groups to take part in the event and confer with seniors.

The following plan was carried out last year by one high school: At the beginning of the



year, seniors started making career booklets under the title, "Planning My Life." As work on these progressed, contacts were made with persons who could give expert guidance on the particular vocation or profession in which pupils were interested. The bookshelf on careers in the school library was used extensively. Lists of questions were compiled on which pupils wanted further information.

On Opportunity Day, which was held in April, representatives of various professions and vocations were present to take part in the program. The forenoon session was devoted to talks and open forum discussion. In the afternoon, group conferences were held and pupils given an opportunity to interview various representatives. The evening session was designated "College Night" and was given over to representatives of colleges and universities who attempted to acquaint pupils with what their institutions had to offer in training for various careers.

#### CONDUCT A CITIZENSHIP RECOGNITION PROGRAM

On May 3, 1940, President Roosevelt approved a joint resolution by Congress which set aside the third Sunday in May "as a public occasion for the recognition of all who, by coming of age or naturalization, have attained the status of citizenship." In many places the programs and recognition ceremonies are planned by high

schools and their communities as cooperative activities.

Let your high school be one to help promote this event on the next Citizenship Recognition Day, May 16, 1943. It will be a means not only of teaching the duties and obligations of citizenship, but also an occasion for patriotic activities. Enlist the support of the community and get as many citizens as possible to participate in the activities. In preparation for the event, get social science classes and clubs to stress the duties and obligations of active citizenship, the importance of participation in community affairs, voting, democracy, American ideals, etc. Get activity groups to develop special programs to stimulate interest in intelligent citizenship.

Helpful material on Citizenship Recognition Day programs may be secured from a number of educational organizations. Among these are the National Education Association, the United States Office of Education, and Extension Departments of State Universities.

#### HOLD FATHER AND SON SPORT NIGHT AS ATHLETIC EVENT FOR SPRING

After the regular athletic events of the year are over, a father and son sport night is an event which will arouse interest. This activity was successful in the Roosevelt High School, Cedar Rapids, Iowa, and the following account of it is given for schools which might want to try a similar program.

The special night was sponsored by the Ath-

## GOOD CUTS - LOW RATES - FAST SERVICE



### 1-COLUMN CUTS FOR ALL USES

Write for Price Lists on Cuts and Mats.

#### OUTLINED

\$1.60

Mounted



Unmounted \$1.50

#### RECTANGULAR

Mounted 85c

Unmounted 75c



**HARPER STANDARD ENGRAVING CO.**

1615 ROYAL ST. • DALLAS, TEXAS • P.O. BOX 1016

ive ac-  
romote  
gnition  
ot only  
citizen-  
ivities.  
get as  
in the  
nt, get  
ess the  
ip, the  
ity af-  
ls, etc.  
ograms  
ship.  
gnition  
number  
ese are  
United  
on De.

letic Association, and about three hundred sons and dads attended. The Parent-Teacher Association prepared and served cafeteria style a meal consisting of barbecued hamburgers, baked potatoes, cherry pie, etc. After the "feed" six teams were organized, consisting of dads and their sons. Six separate places were devoted to different games and activities. In the gym the groups played volleyball, shot baskets, held free-throw contests, and played push ball. In the halls, various games such as darts, bouncing tennis balls into wastebaskets, using a putter to putt a golf ball into a bull's eye, etc., were played. In all, there were about twenty games played during the evening. Scores were kept for all contests, and prizes awarded to the winning father and son combinations and also to high dad and high son. The second part of the evening was devoted to boxing, a demonstration by tumblers, and a fifteen minute basketball game.

Many dads who attended the event had never been inside the high school building before. The high school is planning to repeat the idea this spring. We recommend this activity to other schools.—DARYL PENDERGRAFT, Boys' Adviser, Roosevelt High School, Cedar Rapids, Iowa.

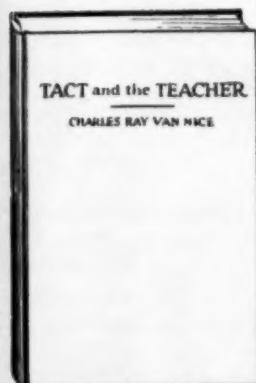
#### PIONEER IN STUDENT GOVERNMENT WRITES BOOK ON EXPERIENCES

As the *Twig Is Bent* is a book by Richard Welling that many sponsors and student govern-

ment groups have been waiting for, and thousands will find helpful and stimulating during the critical years ahead. Richard Welling is Chairman of the National Self Government Committee and is regarded by many as the person who should have the title of father of student government in America."

Since graduation from Harvard sixty-two years ago, Mr. Welling has been in the forefront of good government movements. Forty years ago he founded the Committee referred to above to give young people a chance to understand democracy by governing themselves in school and in their own organizations. His influence has reached millions of young persons. "Teaching responsibility by giving responsibility," and "Making boys and girls public minded" have been the keynotes of his efforts to promote intelligent and responsible citizenship among youth. As the *Twig Is Bent* is the story Mr. Welling has to tell of his experiences as a lifelong crusader for democracy.

Many persons should find new courage and inspiration in reading this account of a man who never lost faith in his ideals, in his belief in the common man, and his hope for a better America to result from a program of education which would develop competent and responsible citizenship in young people. Civics teachers and sponsors of student government organizations will find the philosophy of this book exceedingly stimulating. It would make a valuable addition



For Teacher Guidance and Faculty Discussion

## TACT and the TEACHER

By

C. R. VAN NICE

#### Says:

"Much of the sorrow and heartache of life can be traced to someone's failure to be appreciated."

"Everybody has a double problem—that of giving people what they need and that of making them like it."

"Personal tact and diplomacy practiced in a teacher's dealings with people will do more to determine his salary, rate of promotion, and tenure of office in many of our schools than will his professional merit."

Democracy demands instinct satisfiers for the masses."

"People are influenced more by how they feel than by what they think."  
"Most incidents that seem to give pleasure or offense are rather cues for expression of prejudice."

"Personality is based upon confidence in self."

"Plans thoughtlessly announced are often accepted as promises."

"Churches are political parties in most school situations."

"No one is more spiteful than the enemy who knows that he has been found out."

"Envy and malice often are homage paid to superiority."

"Personal contacts rarely to be had may create appetite; too often had, destroy it."

"We make friends not so much by doing favors for others as by having others do favors for us."

Price in flexible binding, 50c per copy

**School Activities Publishing Company**

1515 LANE STREET, TOPEKA, KANSAS

to the high school library. The book is published by G. P. Putnam's Sons, New York, 1942.

#### PLAN A PROJECT ON HEALTH AND FOOD AS FEATURE OF MAY DAY ACTIVITIES

During my senior year in high school, a project was originated to make pupils conscious of the importance of health and food. After a discussion of how the attention of all pupils could be focused on this topic, it was decided to sponsor a special "Health Week."

In promoting the week, articles were printed in the school newspaper, posters were made by pupils in the art groups and hung in the rooms and hallways, and each day a new topic related to health would be featured in a bulletin board display. This publicity was based on various aspects of health and hygiene, such as care of the teeth, bathing, cleanliness, posture, and proper diet.

On the first day of Health Week, members of the hygiene class served as deputies, and ribbons were pinned on pupils for good posture. All those who received this recognition automatically became candidates for King and Queen of Health. On Wednesday an election was held to select the King and Queen; Friday evening climaxed the Week when they were crowned at an all-school party. The program of the party was based on themes designed to make pupils more health conscious.

This special Health Week has been a feature of the activity program of the high school for

the past four years. It has not only helped focus attention on the importance of good health but it has also developed pupil initiative. Such a special event would be a valuable project for any high school. A good plan is to hold it the first week in May and combine it with May Day or Child Health Day activities.—RUTH AMENGEL, *University of Michigan, Ann Arbor.*

#### BUILD PROGRAM OF SCHOOL ACTIVITIES ON SOUND EDUCATIONAL PHILOSOPHY

"And Jesus increased in wisdom and stature and in favor with God and man." Thus we see the most perfect life was a four-square life. It was not narrow in any sense. Pupils in school may think first about improving their intellects, but that should not be the only thing they are concerned about. Of course, there is the social side of life, and the physical aspect which we undertake to develop in physical education. Likewise many schools cooperate with the churches of the community and encourage the development of the spiritual side of life.

Clubs are organized for the purpose of developing the social and recreational side of life but there are many other advantages which result both to pupils and to the school. Some one has said that education is what you have left after you have forgotten what your instructors have told you. One remembers the friends he made in school and the contacts he made in school organizations long after the contents of the textbooks have been forgotten.

#### Dramatizations of

### THE DECLARATION OF INDEPENDENCE and

### THE CONSTITUTIONAL CONVENTION

By ZETTA DALTON

These plays will serve the twofold purpose of entertainment and supplementary classroom work. They are particularly appropriate this year for assembly programs and club work. They may be effectively presented without special equipment, but when given for entertainment, colonial costumes add to their attractiveness. The two dramatizations are presented in one booklet.

Price.....25c

### SIX LATIN DIALOGUES

By MARY VIRGINIA CLARK

These short dialogues may be used in the motivation of first-year class work and for practice in oral Latin. Suitable for Latin Club assembly programs.

Price.....25c

### THE PALMER COMPANY

370 Atlantic Avenue,

Boston, Mass.



Of course, schools frequently go to the extreme on either of these four corners of life. But the ideal is to keep them well-balanced. Pupils should think not only of increasing in wisdom but also growing in stature and in favor with God and man. Every pupil should be urged to become a member of one or more organization. There are too many who base their entire school career on the credits earned and grades attained. Usually this is the type of pupil who is not successful when he faces the hard world of reality.—GUY C. CHAMBERS, Director of Extra-Curricular Activities, Central State College, Edmond, Oklahoma.

#### WHY NOT TRY AN EXTRA-CURRICULAR WORKSHOP FOR TEACHER-SPONSORS?

During the past few years there has developed a plan of professional education for experienced teachers, counselors, and administrators to which the name "Workshop" has been applied. Summer workshops have been sponsored by leading graduate schools of education and supported by the American Council on Education and the Progressive Education Association.

These workshops have dealt with a variety of significant topics and problems, particularly those related to building the curriculum and use of community resources. An examination of the reports from several of the leading workshops failed to reveal any which dealt with extra-curricular activities. No doubt many enrolled in the workshops worked on problems related to activities, but it seems that no institution has experimented with a workshop devoted to the extra-curricular program.

Why not try a workshop for teachers which would emphasize the extra-curricular activities? Almost every teacher must sponsor one or more activities. In some instances the most vexing problems with which teachers are confronted result from trying to sponsor activities for which they have received little or no training. The

workshop idea agrees perfectly with the philosophy which forms the basis of the activity movement. Why have schools of education overlooked the possibility of developing workshops in the field of extra-curricular activities? Would this year, when activities are receiving so much emphasis because of their great contributions to the war effort, not be an appropriate time to try a workshop for sponsors of activities?

## New Helps

● CURRICULUM PROBLEMS IN HEALTH AND PHYSICAL EDUCATION, by Vaughn S. Blancard. Published by A. S. Barnes and Co., 1942. 128 pages.

The author of this book has presented the fundamental problems of curriculum construction in Physical Education and Health for children in relation to the world they live in today. He outlines units for the teacher's direction and shows the correct manner of teacher participation in the work of this field. The final chapter gives the trends in Health and Physical Education curricula. Teachers in charge of any part in health training will find this book helpful.

● THE GIRL'S PLACE IN LIFE, by J. Frank Faust. Published by McDonald & Co., 1942. 214 pages.

As the title suggests, this book is one in Vocational Guidance for girls. It presents information and suggestions to help the girl to recognize occupational opportunities in the world today. It describes in outline form a number of types of occupations open to women, encourages the girl reader to acquire habits of investigation in occupational fields, develops in the girl a capacity for evaluating herself and her qualifications, and suggests ways by which girls may locate available positions.

● ELEMENTS OF AUTOMOTIVE MECHANICS, by Joseph Heitner, Norman G. Shidle, and Thomas A. Bissell. Published by D. Van Nostrand Company, 1943. 395 pages.

This book is designed to meet the Army's need as expressed in the pre-induction training course outline "Fundamentals of Automotive Mechanics." Its nine units of study are identical in content and sequence with those suggested in the outline. High school clubs and classes in this field will find the book helpful and up-to-date. It is generously illustrated and presents its thoughts in an easily understandable manner.

● THE CERAMIC ARTS, by William H. Johnson and Louis V. Newkirk. Published by The Macmillan Company, 1942. 158 pages.

These authors have given us here a basal textbook for use in the industrial arts department of junior and senior high schools. Beginning with a chapter on "Ceramics, a Foundation of Modern Industry," it presents the five major divisions of ceramics: pottery, plastics, glass, alabaster,

### FRATERNITY and SORORITY GIFTS

(Write for Free Pamphlet)

T-Shirts	Favors
Sweatshirts	Pennants
Jackets	Paddles

### WILLIAMS BROTHERS

1405 W. 15th College Hill Topeka, Kansas

## UNIFORMS

New Style Book showing Uniforms IN COLORS. Also special designing. Wonderful line of samples. Write us first.

DeMoulin Bros. & Co., 1060 S. 4th St., Greenville, Illinois.



and concrete—explaining the use of tools and showing the processes in each case. The book is well illustrated, and each chapter closes with (1) a summary, (2) questions, (3) topics for discussion, and (4) a bibliography.

● **TEAM SPORTS FOR WOMEN**, by Alice W. Frymir and Marjorie W. Hillas. Published by A. S. Barnes and Co., 1942

This is a revised edition of an earlier book by these authors on this subject. Rule changes, new material on basketball, and a chapter on modified team games entitled "Streamlined Sports" make the book up-to-date and give it a new completeness. It presents a thorough analysis of the play technique for the six sports discussed; basketball, field hockey, soccer, softball, speedball, and volley ball.

## Comedy Cues

### TRUTHFUL

Teacher: This makes five times I have punished you this week. Now, William, what have you to say?

Bill: Well, I'm glad it's Friday.—*Wisconsin Journal of Education*.

### PRACTICE MAKES PERFECT

The recruit keeping guard, heard, through the darkness, the sound of an approaching horse.

"Halt. Who goes there?" he challenged.

"The commanding officer," was the reply.

"Dismount, sir, and advance to be recognized," called the guard.

The officer did so, then he asked, "By the way, who posted you here?"

"No one, sir," said the recruit, "I'm just practicing."—*Minnesota Journal of Education*.

### FREEDOM—MORE OR LESS

"What did the Puritans come to this country for?" asked a teacher of a class in American history.

"To worship in their own way," said Willie, "and to make other people do the same."

### MAYBE EINSTEIN KNOWS

The teacher was explaining to the class about the sun and its doings.

"What I can't understand, teacher," said one of the pupils, impressed by the story of the sun's millions of miles distance from the earth, "is how the sun's light manages to get here so

early in the morning without traveling in the night."—*Wisconsin Journal of Education*.

### PROGRESS

They had given their son a bicycle and were watching proudly as he rode around and around the block.

On his first circuit he shouted:

"Look, Mom, no hands!"

The second time around: "Look, Mom, no feet!"

And the third time: "Look, Mom, no teeth!"

### MIGHT MAKE HIM NERVOUS

"I'm sorry, madam," said the attendant at the movie, "but you can't take that dog into the theater."

"How absurd," protested the woman. "What harm can pictures do a little dog like this?"

Professor: "Are you laughing at me?"

Class: "No!"

Professor: "Well, what else is there in the room to laugh at?"

### ATHLETIC COUPLE

The list of prize-winners at a recent event read: "Mrs. Smith, winner of the rolling-pin throwing contest. She hurled the pin 75 feet. Mr. Smith won the 100-yard dash."—*Journal of Education*.

### INDEX TO ADVERTISERS

Delong Subscription Agency.....	280
DeMoulin Bros.....	272 & 279
Gennet Records.....	268
Harper Standard Engraving Co.....	276
Inor Publishing Co.....	4th Cover
McGregor Magazine Agency.....	275
The Palmer Company.....	278
Rocky Mountain Teachers Agency.....	280
Scholastic Press Association.....	2nd Cover
School Activities Publishing Company .....	274, 277 & 3rd Cover
Williams Bros.....	279

**SCHOOL MAGAZINES** with all special and short-time offers. Free catalog to schools and Teachers. Send 6c for first-class postage.



Agents wanted everywhere to sell all magazines. Liberal commissions! Ask for information. Dept. SA.

**DELONG SUB. AGY. LAFAYETTE, IND.**

**EMPLOYERS**

OUR SERVICE IS UNEXCELLED

MANY GOOD PAYING POSITIONS OPEN, NEARLY ALL DEPARTMENTS

**TEACHERS**

If Available WRITE US

FREE  
Registration

**ROCKY MT. TEACHERS' AGENCY**

410 U. S. NATL. BANK BLDG. WILLIAM RUFFER, P. O. BOX 215, DENVER, CO.

FREE  
Registration

LARGEST, MOST WIDELY PATRONIZED AGENCY IN THE WEST